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FOREWORD

Klausa Journal in Volume 7 no 1 of 2023 has the theme of resilience. Resilience in educators and academics refers to their capacity to successfully manage and adapt to the numerous stresses and obstacles they encounter in their professional lives. This can involve dealing with diverse students in the classroom, engaging parents or students, or adjusting to changes in educational policy. Resilient teachers are better able to manage these pressures without being overwhelmed, which increases their likelihood of performing their jobs effectively and having a beneficial influence on their students. Resilience is crucial for a number of reasons. First and foremost, it enables educators to successfully manage the pressures and responsibilities of their jobs, which can improve work satisfaction and lower turnover rates. More consistency in the classroom as a result can be advantageous for both teachers and students. Both resilient instructors and less resilient teachers are better equipped to deal with difficulties and obstacles and are less likely to burn out. This may result in more efficient instruction and improved student outcomes. Finally, resilient educators can act as role models for their pupils, imparting to them important life lessons like managing stress and persisting in trying circumstances. We have had challenging times during the pandemic, and we are now entering a new era where we may be even more active in making many advancements

Editor in chief

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MERDEKA CURRICULUM FOR HIGH SCHOOL ENGLISH LEARNING IN THE DIGITAL ERA

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Abstract: The digital era is a digital education environment where technical resources support teaching and learning. To determine educational performance, the curriculum must be adaptive to all contemporary concerns and changes. Following several curriculum reforms, the *Merdeka* Curriculum is currently being implemented in Indonesia. The Indonesian government has fully changed the curriculum possible to complete the educational goals anticipated in this digital era. This study compares the 2013 curriculum to the *Merdeka* curriculum for learning English at the senior high school level in terms of the basic framework, targeted competencies, curriculum structure, learning, assessment, teaching materials, and curriculum tools. The research design used in this study is a qualitative approach with content analysis. Based on the basic framework, targeted competencies, curriculum structure, learning process, assessment, teaching resources, and curriculum tool, this study shows similarities and differences between the 2013 and *Merdeka* curriculum.

Key Terms: *Curriculum, 2013 Curriculum, Merdeka Curriculum, English Subject, Content Analysis*

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INTRODUCTION

The modern educational system is being transformed by the fourth industrial revolution (IR 4.0), particularly in teaching English as a foreign language. English is the most widely used language in the modern digital age. With technological advancements, students in the digital age are becoming more sophisticated. They constantly use digital devices, and they now live an online lifestyle. As a result, they can easily and rapidly obtain the needed information. Education 4.0 has developed as a new methodology due to IR 4.0. It is the integration of advanced technology in the teaching and learning process to complement student talents and interests (Hariharasudan & Kot, 2018). Consequently, instructors become educators who gain pedagogical skills, extensive content knowledge, and digital technologies and are always adaptable to contemporary dynamics (Ginting, 2019; Ginting et. al, 2022).

Curriculum reform in Indonesia indicates that digital education is becoming more popular. The government launched the *Merdeka* curriculum in response to educational issues in the digital era. In addition, students with low literacy and numeracy skills are encouraged by

the *Merdeka* curriculum. Program Studies for International Student Assessment (PISA) 2018 found that the average literacy and numeracy scores of the participants' Indonesian students are below average. Through curriculum "upgrades," the Indonesian government tries to improve its students' reading and math skills. In addition, the Covid-19 pandemic that has plagued Indonesia for the past two years necessitates that all educational activities be conducted at home. As a result, the education system in Indonesia was experiencing learning loss. As a result, the government has undertaken numerous steps to recover. One is to provide each educational unit the opportunity to select the curriculum implemented in schools depending on the requirements of school members, particularly students.

According to Ki Hajar Dewantara, education is where all the seeds are planted. Under this philosophy, Education's purpose is to assist students in reaching their greatest potential. School is not a prison; instead, it should be used to develop, standardize, and integrate multiple abilities. Learning independence, the central theme of current Indonesian education policy and the forerunner of the *Merdeka* curriculum education, was ultimately initiated by the participants' students' need to learn freely (Setiawan et al., 2022).

Teachers must balance theoretical and practical knowledge to provide students with fundamental skills in the digital age (Sharma, 2017). The changing curriculum in the field of English learning presents new challenges for developing effective lesson plans, creative and meaningful teaching, and evaluation of learning outcomes (Sofiana et al., 2019). Technology is modifying how teachers and students learn (Richards, 2017). In this modern era, technology plays an important role in curriculum implementation. This study examines the similarities and differences between the 2013 and *Merdeka* curriculum for high school students learning English.

METHOD

The methodology used in this article is qualitative, involving content analysis. This article focuses on the 2013 curriculum and the *Merdeka* curriculum documents. The 2013 and *Merdeka* curriculum materials evaluate the basic framework, targeted competencies, curriculum structure, learning process, assessment, teaching resources, and curriculum tools (Kemdikbud, 2022).

FINDINGS AND DISCUSSIONS

The curriculum is the foundation for reaching the levels required for education during the teaching and learning process. It has been utilized to provide students with a set of necessary skills. The curriculum encompasses all learning activities organized and directed by the school

to fulfill its educational objectives (Tyler, 1957). The term curriculum is derived from the Greek words *curir* (runner) and *curare* (racetrack) (Barlian et al., 2022). As a result, in education, the term curriculum (curriculum) refers to the distance that must be traveled when running an activity from beginning to end (Indarta et al., 2022). This idea aligns with Bobbitt's (1918) definition of curriculum: the entire spectrum of directed and undirected experiences intended to maximize individual prospective learners. A competent authority should design the curriculum with the necessary competence and capacity (Maryono & Emilia, 2022). Curriculum, in many senses, can be defined as the main component of planned and structured education methodically in the learning process to produce the proper output desired outcome. The Indonesian government actively innovates in curriculum reform, student character development, teacher participation in the classroom, and learning-teaching. In Indonesia, schools have introduced kinds of curriculum. Beginning with the curriculum of 1947, 1952, 1964, 1975, 1984, 1994, and 2004 or KBK (Based Curriculum Competency), 2006 or KTSP, 2013, and the newest one is the *Merdeka* Curriculum (Raharjo, 2020).

2013 Curriculum

Through government education policy and initiatives to improve the 2006 curriculum, the 2013 curriculum paradigm will be adopted (Sapitri, 2022). The 2013 curriculum is intended to provide students with a balanced percentage of cognitive, affective, and psychomotor components, the outcome of which is an assessment based on these aspects, namely cognitive, affective, and psychomotor assessment (Fatonah et al., 2013). Planning, teaching, learning, and evaluation are all integrated into implementing the 2013 curriculum (Thoyibah et al., 2019). Based on the 2013 curriculum, the evaluation procedure is proposed to determine the outcomes of the teaching and learning process and student achievement. The 2013 curriculum focuses on scientific-based learning activities' most recent pedagogical elements. According to the 2013 curriculum, learning activities are the educational process that allows students to discover their potential skills (Fujiati et al., 2020). Through the 2013 curriculum, students are expected to develop the attitudes, knowledge, and abilities needed to contribute to society, nation, and country.

Merdeka Curriculum

Merdeka Curriculum was developed as a more adaptive curriculum framework as part of a learning reform program, emphasizing the material important for character development and student competencies (Ministry of Education and Culture, 2022). The government explained that the primary characteristics of this curriculum that support the recovery of

learning are as follows: (1) project-based learning for the development of soft skills and appropriate character Pancasila Student Profile; (2) a focus on the subject matter; and (3) an emphasis on the development of critical thinking. It is crucial that there is sufficient time for learning depth in core competencies such as literacy and numeracy and that teachers can adopt differentiation-based learning based on student capacity. The Pancasila Student Profile defines a fundamental aspect of the *Merdeka* curriculum. Pancasila students have personality competence based on Pancasila values as a whole and in-depth (Sari & Sinthiya, 2022). The Pancasila Student Profile is compatible with the government's stated vision and mission in Regulation of the Minister of Education and Culture Number 22 of 2020, which says that students of Pancasila are the embodiment of Indonesian students as lifelong learners who have global competence, personality, and behavior according to Pancasila values, with six dimensions namely (1) faith, piety to Almighty God, and have a noble character, (2) global diversity, (3) cooperation, (4) independent, (5) critical reasoning, and (6) creative.



Figure 1. Dimension of Pancasila Student Profile

Through the Pancasila Student Profile Strengthening Initiative project, students learn to take actual action in response to developmental problems and their learning. This enhancement is also designed to motivate students to contribute to the community and the environment. Following is a description of the findings of the 2013 curriculum document analysis and the *Merdeka* language learning curriculum high school English:

1. Basic Framework

The 2013 curriculum is comparable to the *Merdeka* curriculum in that it includes the basic framework of the national education system and national educational standards. The difference is that the Pancasila Student Profile is developed in the *Merdeka* curriculum rather than the 2013 curriculum.

2. Targeted Competency

Basic competency (KD) and Core competencies (KI) are aimed competencies in the 2013 curriculum. Unlike the *Merdeka* curriculum, the intended competency employs the phrase learning outcomes (CP). Learning outcomes (CP) in the learning process comprise students' knowledge, attitudes, and abilities to acquire competency in each phase. Phase E corresponds to class X in high school, while phase F corresponds to classes XI and XII.

3. Structure of Curriculum

The 2013 curriculum structure includes intracurricular and extracurricular activities. Using intracurricular, extracurricular, and a project to develop the Pancasila student profile while in the *Merdeka* curriculum. Class hours are set per week in the 2013 curriculum but per year in the *Merdeka* curriculum. Based on the subject, approach learning organization in the 2013 curriculum. *Merdeka* is a subject-based and integrated learning organization in the curriculum. Students are obliged to compose an essay as a graduation condition, but none in the 2013 curriculum.

4. Learning Process

The 2013 curriculum takes a scientific approach to learning in all topics. The *Merdeka* curriculum employs a differentiation approach based on the student's abilities. Furthermore, in the *Merdeka* curriculum, there is a project to strengthen the Pancasila Student Profile that students must complete while learning.

5. Assessment

In terms of assessment, the 2013 curriculum employs formative and summative assessments, whereas the *Merdeka* curriculum uses formative assessment and its results as a reflection to form appropriate student learning ability. The *Merdeka* curriculum includes an assessment, namely a project to strengthen Pancasila students' profiles, whereas the 2013 curriculum does not include a project to enhance Pancasila students' profiles. Assessment of attitudes, knowledge, and skills characterizes the assessment in the 2013 curriculum, whereas there is no separation between assessment of attitudes, knowledge, and skills in the *Merdeka* curriculum.

6. Teaching Resources

Both the 2013 curriculum and *Merdeka* curricula use text and non-text books as teaching tools. Teaching modules, the flow of learning goal (ATP), and the reinforcement project Pancasila Student Profile are other *Merdeka* curriculum teaching techniques employed.

7. Curriculum Tools

Based on the aspect of the curriculum device, Curriculum 2013 has curriculum implementation, assessment, and learning guidelines for every level of education. Meanwhile, the *Merdeka* curriculum has (1) learning guidelines and assessment, (2) curriculum development school operations, (3) Project development strengthening the Pancasila Student Profile, and (4) implementation of inclusive education.

Other information about the curriculum for learning English is the *Merdeka* curriculum which focuses on strengthening skills in using English six language skills, listening, speaking, reading, viewing, writing, and presenting or presenting inclusively, in a variety of text types (Ministry of Education and Culture, 2022). Learning outcomes of six English skills are aligned with the Common European Framework of Reference (CEFR) for Languages: Learning, Teaching, Assessment and are equivalent to level B1. Level B1 reflects the specifications that can be seen in a student's ability to retain interaction and convey something desirable in various contexts with clear articulation, expressing ideas the main thing you want to share comprehensively, and training communication though not yet fluent. Teaching English in the 2013 curriculum focuses on the development of character and four language skills: listening, speaking, reading, and writing.

CONCLUSION

The description above can be used to derive numerous conclusions, including the fact that there are many similarities and differences between the 2013 curriculum and the *Merdeka* curriculum in teaching English to senior high school students. The successful education of a nation is indicated by a curriculum that is well administered following the requirements of the period. As part of the attempt to improve the quality of education in Indonesia, particularly in the digital era, teachers and students can respond to curriculum changes

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AN ANALYSIS OF MOOD AND SPEECH FUNCTION IN THE TONIGHT SHOW STARRING JIMMY FALLON TALK SHOW

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Abstract: This study aimed to find out the Interpersonal meaning that appeared in a conversation through the analysis of the Mood and speech function employed by the host and the guest star in The Tonight Show Starring Jimmy Fallon talk show. In analyzing the data, descriptive qualitative was used to interpret the data. The research findings showed that all of the Mood types were found in the conversation from the analysis. The frequency of occurrence of types of Moods was 308 declarative, 11 interrogatives, and 5 imperatives. Meanwhile, there were only 3 speech functions out of 4 types of speech functions along with the responses employed by the host and the guest star. The data showed that statements, followed by questions dominated the conversation, and the last was command. Besides, both participants mostly responded to the interlocutor's statements by giving acknowledgment or contradiction. The host and the guest star were actively taking turns to initiate giving – a demanding exchange by adopting a speech role and assigning a complementary one to the other. It showed that understanding interpersonal communication was not enough by only analyzing the lexicogrammar of the Mood and speech function through the constructed clauses in any discourse, but more in how the language could make meaning and maintain a relationship.

Key Terms: *Discourse, Interpersonal communication Mood, Speech function, Talk Show*

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1. INTRODUCTION

The use of language in communication activities reflects the human nature of society that distinguishes it from other creatures. Language fulfills every aspect of human's life in undergoing their daily routines, for instance symbol, sign, or the oral speech; those belong to a language. The language is a communication practice mediated by a linguistic system (Fikri et

al., 2014). Eggins and Slade (2004) illustrate that in the ordinary life of human beings, they constantly use language. The most common thing is that humans use language to communicate in everyday life.

As a part of social beings, one of the metafunctions of language that people commonly assume is interpersonal function. People use interpersonal meaning to communicate his/her motion, feeling, etc. (Amalia et al., 2018). These express the speaker or writer's judgments on or attitude to the content of the message. When two people gather, they communicate by producing sentences that consist of its meaning and structures. Speech functions in linguistics refer to a sentence's semantic aspect (meaning), while mood refers to lexicogrammar (structural form) aspect of interpersonal function (Lestari, 2019). Nisak and Ariyanti (2021) analyzed the employment of politeness methods and rhetorical devices. They found that Donald Trump usually employs Ethos in persuasion. This means the ex-president frequently reveals his good character to gain people's trust to influence people. Siregar (2021) also stated that speech function is a feature of language used by a speaker to specify their role (asking and demanding) and the subject matter or object being exchanged during a verbal interaction or discussion (information and goods & services). Speech function represents the speaker's attitude and judgment called moods.

Systemic Functional Linguistics (SFL) is an effective way to analyze language in semiotic terms. It classifies words according to their roles within the structure based on non-transformation generative grammar (Noor et al., 2015). The chief proponent of this theory is M.A.K. Halliday (2004). The focus is on the language functions regarding different contexts. It provides applied orientations to linguistics study (Christie & Unsworth, 2000). Choice of words is highlighted as a meaning in the principle of Functional grammar (Noor et al., 2015). The constituents of Mood analysis depict interpersonal metafunction of language.

Related to the issue, research about mood system and the speech function of the utterances in *The Tonight Show Starring Jimmy Fallon* talk show was conducted. This talk show is not only interesting to be analyzed because it's packaged with all of the attractive segments and games that would entertain the audience, but it would be beneficial for us to have more knowledge about how language is thought to be shared and organized in relation to the mood system and the speech function employed by the host and the guest star.

The Tonight Show Starring Jimmy Fallon is an American late-night talk show hosted by Jimmy Fallon that airs on NBC. Broadway Video and Universal Television are the shows' producers, and the program debuted on February 17, 2014. Katie Hockmeyer and executive-produced produce the *Tonight Show* by Lorne Michaels, and the show records from Studio 6B in Rockefeller Center, New York City. It is broadcast live from Studio 6B in Rockefeller

Center, New York City. On weeknights at 11:35/10:35c, the show airs. The program begins with Fallon's topical monologue, moves into comedy games and sketches, and ends with interviews with special guests and a musical performance.

The research focused on analyzing the mood system and the speech function employed by Jimmy Fallon as the host and Martin Short as the guest star in The Tonight Show Starring Jimmy Fallon talk show. It focused on analyzing mood types based on Halliday's theory, which divided into three types; they are interrogative, imperative and declarative, and the speech function and the responses employed by the host and the guest star in The Tonight Show Starring Jimmy Fallon talk show. The scope in this study is video of The Tonight Show Starring Jimmy Fallon Season 9 Episode 185. The researcher chose this episode because it was the episode with the most viewers during the last few months from June 2022 to October 2022.

The Tonight Show Starring Jimmy Fallon attracted high ratings from its 2014 debut. Many episodes' moments have generated popular videos. Nine Primetime Emmy Awards were nominated for the program, and it ended up winning two of them. The program's success cannot be separated from Jimmy Fallon's skillful communication skills and good sense of humor in bringing the talk show program. Hence this object was taken as the research object because Jimmy Fallon is one of the hosts with great interpersonal communication skills. A great sense of humor as a stand-up comedian, which is proven by his award and nominations such as the American Comedy Awards, Primetime Emmy Awards, Critics' Choice Television Awards and many more with 50 award and nominations in total, so we could learn how to maintain social relationship through conversation while understanding the language through the constructed of mood system and speech function employed by the host and the guest star. The research areas would be focus on the mood system and speech function employed by Jimmy Fallon as the host and Martin Short as the guest star throughout the show.

There have been several studies conducted on cooperative concepts. The first previous study is Fauzi (2013). There are two aims for this thesis. First, to identify the rights and responsibilities in "Twitter's terms of service" according to mood type. Second, it seeks to identify the speech functions that rights and responsibilities are realized in each provision of "Twitter's terms of service." It is concluded that declaratives dominated rights of terms as mood types, and all of them used statements as their primary speech function. Additionally, declaratives were frequently used in the mood types and speech functions of responsibilities, whereas imperatives were frequently used in the mood types and speech functions of commands. It demonstrates that, despite the fact that Twitter's terms of service primarily call for giving information rather than demanding service and responsibilities.

Widiyanto et al., (2022) have studied the speeches in the top 10 finalists of Miss Grand International 2020 was chosen to analyze the realization of speech functions and mood system. In order to gather the data, a number of procedures were used, including non-participatory observation, media selection, subject classification, and literature reviews. Qualitative approaches were used to analyse and report the data. It was obvious that among the other finalists, the Malaysian finalist produced the most offers. Guatemala's finalist generally carried out the command. The most produced statements in the finals came from Malaysia and Indonesia. Most of the questions were produced by Malaysia's and Argentina's finalists. Argentina's finalist adopted a polar interrogative. Additionally, the finalist from the Czech Republic produced the most of imperatives. As a result, the statement of speech functions was congruent with declarative of mood system. Likewise, command showed the congruency of imperative.. Additionally, from the research under topic speech in the pageant, someone's culture from the speech pattern, accents, vocabulary, and dialect can be analyzed. Furthermore, implementing speech can be used as an alternative in the English classroom to build students' confidence and improve their public speaking skill. Short speaking, people speak according to the context. Context, including the cultures, govern the people's speeches (Ginting, 2010; Sinaga, 2020; Arvelia et al., 2022), providing information to clarify or explain the meaning of speech or text. Additionally, it also helps to identify the tone, intent, and perspective of the speaker or writer, which can greatly influence how the message is received by the audience or reader.

Nguyen and Lim (2022) They have investigated into the mood and function of speech in a script for a movie, but the proper approach is still required. Then, the most effective method for analyzing movie scripts is functional grammar. A section of Functional Grammar deals with the interpersonal meaning, commonly known as "Mood". At the same time, readers must take into account speech function in addition to mood analysis while analyzing spoken language, particularly film scripts. As may be seen from the description, the writer is interested in undertaking study to analyze the "Raya and the Last Dragon" script.

As previous research has shown, there is still a need to fill in the gap by analyzing interpersonal meaning in a conversation not only the lexicogrammar form but also the interpersonal meaning through the analysis of mood system and speech function employed by the host and the guest star in The Tonight Show Starring Jimmy Fallon talk show. Hence, this research answered these questions about what types of Moods, Speech functions, and responses employed by the host and the guest star in The Tonight Show Starring Jimmy Fallon episode 185 season 9 with Martin Short as a guest star.

2. METHOD

Using qualitative approach, the authors study the types of Mood and speech function employed by the host and the guest star in The Tonight Show Starring Jimmy Fallon talk show. Fraenkel et al., (2012) mention that qualitative research is referred to research studies investigating the quality of relationships, activities, situations, or materials are frequently. The descriptive qualitative research design data can be words, phrase, clauses, sentences, discourse, text, lyrics, or video. Meanwhile, this study analyzed the form of clauses in Jimmy Fallon's utterances. Using descriptive method, the data were analyzed by identifying the mood types and speech function used in The Tonight Show Starring Jimmy Fallon talk show.

The data were the utterances of the host Jimmy Fallon and the guest star Martin Short on The Tonight Show Starring Jimmy Fallon's talk show. The source of data was a video of The Tonight Show Starring Jimmy Fallon talk show season 9 episode 185 taken from NBC TV Network with a long duration of 40 minutes approximately without the TV advertisements.

Documentary technique was the best approach for this study. Documentary is the process of reading, studying, and analyzing a study to gather the necessary data. The following procedures were used to gather the data: Downloading the videos and scripts from the NBC TV Network, watching the video of season 9 episode 185 of The Tonight Show Starring Jimmy Fallon, reading the full sentences from the scripts, identifying the clauses of utterances, separating the clauses of utterances, administering the data or inventorying them into a table, and the final step is recoding the existing data.

After collecting data, the data were analyzed using the ethnographic analysis model of Spradley (1980) as stated in Wijaya (2018). Ethnography is a methodology based on direct observation. There were four steps of ethnographic data: domain analysis, taxonomic analysis, componential analysis, and cultural theme analysis (Wijaya, 2018).

First, the domain analysis was carried out to find general information from the object under study, which includes the genres in the talk show and the participants involved in it. Second, taxonomic analysis was used to describe the selected domain in more detail and find its internal structure. The main variables being studied were the mood system and speech function as well as the responses given by the interactant. Third, componential analysis was carried out by looking for a causal relationship between the studied elements. This step classified the utterances from the host and guest star at each stage based on Mood and speech function. Lastly, cultural themes analysis was conducted to find relationships between domains, and how

they relate to one another after being analyzed componential. The results of the research were interpreted based on interpersonal communication theory.

3. FINDINGS AND DISCUSSIONS

This part discusses the findings from this research which consist of two research questions, namely (1) What are the types of Mood employed by the host and the guest star in The Tonight Show Starring Jimmy Fallon talkshow?, and (2) What are the types of speech function and the responses employed by the host and the guest star in The Tonight Show Starring Jimmy Fallon talkshow? This research analyzes the transcript of the conversation between Jimmy Fallon as the host and Martin Short as the guest star in The Tonight Show Starring Jimmy Fallon talkshow. After being transcribed, the conversations are determined by what types of mood and speech function they belong to. Each result of the research will be explained in detail as follows.

Mood Types

The finding of research showed that there were three types of Moods found in the conversation between Jimmy Fallon as the host and Martin Short as the guest star in The Tonight Show Starring Jimmy Fallon talk show. Those are declarative, imperative, and interrogative. From the data analysis that has been done, the researcher found that there were 343 clauses in the conversation. Declarative Mood has been found most frequently in the data analyzed. 308 /343 clauses are declarative moods indicating that the communicated information is very strong and factual. The Declarative Mood fulfills the said demand. Most of the Declarative clauses of the data are about the success of the film series starred by Martin Short, who received many Emmy nominations. The conversation also talks about the personal experiences of both the host and guest stars which are packaged in a story telling game stage. The second most found Mood type is Interrogative. This clause reinforces the force of other declarative and imperative Mood clauses. The last one is Imperative clauses. Imperative clauses present absence of the Subject and begin directly with the processes. This clause configuration expresses a command or request.

The classifications of clauses are divided into the declarative mood; the host produced 181 declaratives; the guest star produced 127 declaratives, in interrogative mood; the host produced 8 interrogatives; the guest star produced 3 interrogatives, and imperative mood; the host produced 4 imperatives, and the guest star produced only 1 imperative. To ease the

understanding, the mood types found in The Tonight Show Starring Jimmy Fallon talk show can be shown in the table 1.

Table 1. Mood Types

Types of mood	Participant	
	<i>Host</i>	<i>Guest</i>
Declarative	181	127
Interrogative	8	3
Imperative	4	1

From the data, it could be seen the number of clauses produced by the host and the guest star in The Tonight Show Starring Jimmy Fallon talk show. It was clear that the most dominant mood type in the conversation between Jimmy Fallon and Martin Short on the talk show is the declarative mood followed by the interrogative mood and the last is the imperative mood. The following are the extracts of each Mood example found in the conversation.

Declarative

Declarative refers to something that reveals facts, provides a clear explanation, or describes something that makes a formal declaration. It can be used as a statement with the purpose of providing information. The following is the example found in the conversation.

Extract 1:

Jimmy: I want to congratulate you and Steve, You're both Emmy nominated for "Only murders in the building".

The conversation takes place in the minute of 20.05. This is one of the declarative spoken by Jimmy Host as bridging to the main topic they would talk about. Jimmy congratulated Martin on his success acting in one of the film series entitled "Only murders in the building" where the film received many Emmy awards. This clause is indentified as declarative because the mood structure consists of Subject for the first, followed by Finite.

Extract 2:

Martin: I was at mar-a-lago during the big FBI raid.

The conversation takes place at 18.07 minutes. This is one of the declarative spoken by the guest, in which he initiates the conversation by providing information that the host did not ask for. This clause identified as declarative, because the guest star tried to give an information to the host.

Even though the number of declarative employed by Jimmy Fallon is a bit higher than Martin Short, which means that the host provides more information to the guest stars, but all speakers produced a high number of declarative. This showed that in conversations, both managed to build intimate interpersonal communication, as both the host and the guest contribute to the exchange of moods during the show.

Interrogative

Interrogative is a sort of indicative, because Finite and Subject make up the mood structure. In a discussion, an interrogative is a question or a request that the speaker directs to the listeners. The examples of conversation happening in The Tonight Show Starring Jimmy Fallon are defined in the following.

Extract 3:

Jimmy: What have you learned touring with Steve Martin?

The conversation takes place in the minute of 19.28. The conversation occurred when they discussed the latest film series starring Martin Short along with co-star named Steve Martin, and Jimmy Fallon asked about any lessons he got during the tour. It can be identified as interrogative because there is the word 'what' that conflated with the Subject, it can be the part of a mood element.

Extract 4:

Martin: What did you mean by that? What is that mean?

The conversation takes place in the minute of 17.28. The conversation happened when the guest star directly asked the host a thing Jimmy had ever said, and the guest star asked what he meant by that statement. It can be identified as interrogative, as is is used for demanding information.

As we know, the host is a person who is usually in control of a talk show, which is characterized as a person who gives a lot of questions to guest stars. Surprisingly, in this conversation, the results show that the number of interrogative sentences Jimmy uses tends to be small. On the other hand, Martin Short as the guest star also seemed not to hesitate to ask questions to the host. Even though the number of questions asked by the host is slightly larger than the guest star, it can be assumed that the conversation was not only about Jimmy Fallon asking questions as the host. Martin Short answering questions as a guest star, but they position

themselves as friends in a conversation where no one is higher up or dominates from the other. Jimmy Fallon tried not to intimidate the guest star by giving him question over question.

Imperative

Imperative is about a command from speaker to the listener to do something needed by speaker where the answer is commonly yes/no. Based on the observation in transcription, the researcher finds the following result.

Extract 5:

Jimmy: Go ahead and press the button.

Extract 6:

Martin: Go ahead.

The conversation takes place in the minutes of 24.10 and 28.25. The last mood type that is least used is imperative. The host only used the imperative when he explained the storytelling games that will be played with the guest star. Jimmy Fallon invited Martin Short to start the first round as he was the guest star. And extract 6 is the only imperative sentence used by Martin Short as a guest star when inviting Jimmy Fallon to start the game in the last round. From the examples above, it can be concluded that both have the same control in that storytelling game stage.

Speech function and responses

From the conversations that have been analyzed, there were three speech functions out of 4 types of speech functions along with the responses employed by the host and the guest star. The data showed that the conversation was dominated by statements, with a total of 164 from the host and 110 from the guest star, 8 questions from the host, 3 questions from the guest star, 4 command from the host, and there was only 1 command from the guest star. The data could be seen in the table 2.

Table 2. Speech Function

		Initiation	Participant	
			Host	Guest
Give	Goods and services	Offer	0	0
Demand		Statement	165	106
Give	Information	Command	4	1
Demand		Question	8	3

In responding speech function in the conversation between Jimmy Fallon and Martin Short, the researcher also found the following result:

Table 3. Responses

Initiation	Response	Participant	
		Host	Guest
Offer	Acceptance	0	0
	Rejection	0	0
Statement	Acknowledgement	17	16
	Contradiction	4	1
Command	Undertaking	0	1
	refusal	0	0
Question	Answer	0	8
	Disclaimer	0	0

From the data, it could be seen that the both participants mostly respond to the statements of the interlocutor by giving acknowledgment or contradiction. The host gave acknowledgment 17 times to the guest star, and 4 contradictions, while the guest star gave acknowledgment to the host's statements 16 times, gave a contradiction 1 time, undertook command once, and answered questions from the host 8 times. Each example of the speech function and the response given will be in the following:

Statement

The purpose of a statement as a speaking act is to present information. The speaker uses this speech function to convey ideas or to ensure and receive information. The assertion may be positive or negative. As a listener, people may respond by giving acknowledgment or contradiction in return. The following are some examples and the responses given:

Extract 7:

Jimmy: The show got a whopping 17 emmy nominations. That's amazing.

Martin: And I'm just letting you know, thank you.

The conversation takes place in the minute of 20.12. This is one of the statements given by Jimmy Fallon praising the success of his guest star in the latest film series he has starred in, and Martin Short did not try to deny this statement, he responded by confirming the statement given by Jimmy Fallon.

Extract 8:

Martin: We do hang out, because we're not just fake show business friends, we're fake friends in real life

Jimmy: We really are.

The conversation takes place in the minute of 17.36. In the conversation, Martin Short also stated his close relationship with Jimmy Fallon. They are not only friends in the industry, but also in their real life. From the response given, Jimmy Fallon seemed agree with the statement. This means that the statement is an actual fact.

Extract 9:

Martin: Steve and I are nominated, If I can't win, I hope that he wins. But I can win, so screw him.

Jimmy: No, no , no. that's not you want.

The conversation takes place in the minute of 20.41. In the conversation, they seemed to be discussing the possibility of winning the awards since Martin Short and his co-star Steve were both nominated for Emmy Awards. While joking, Martin insisted that he could win the nomination, but Jimmy responded by stating to the contrary, he knew that his guest star was joking, so he denied this statement by giving a statement of disapproval.

From this example, it can be concluded that contradiction is not always used to refute statements that we do not agree with in a deep conversation, we could also use it as a form of joke to build interpersonal communication with others.

Extract 10:

Martin: He is really amazing, He is such a unique, He dialed me the other day, which is kind of remarkable because he still has a rotary phone.

Jimmy: That's kind of hard to do.

Martin: oh, not for steve, no when you have that talent.

The conversation takes place in the minute of 19.50. Jimmy Fallon asked what Martin Short had learned during the tour with his partner Steve Martin. In the conversation, Martin expressed his admiration for Steve Martin, who he thought was great and unique, and he disagreed with Jimmy Fallon's statement that said it was a difficult thing to do, because, according to him Steve was a talented person. In this conversation, it can be concluded that contradiction could give us a new understanding and perspective because contradiction brings new perspective or view from a different side in a discussion or conversation.

Question

A question is a sort of imperative statement that requests information. Questions are used to inquire about something, to elicit data, or to delve deeper. In a conversation, people may respond to a question by giving an answer or disclaimer. The examples of conversation happening in The Tonight Show Starring Jimmy Fallon is defined in the following.

Extract 11:

Jimmy: Do you want to set up this clip?

Martin: Oh, this clip is in the show, I find out that my son might not be my DNA son, and I'm panicked by it, so, I go and get a DNA test. And this is me anxiously waiting with anxiety waiting to do the test.

The conversation took place in the minute of 22.02. In the conversation, Jimmy Fallon asked about a recently aired film scene from the film series "Only murders in the building", and Martin Short answered the question by providing new information about the story behind that scene.

Command

Command is a way to receive information, goods or services by forcing the listener to give them. A command is used to get things done or obtain goods or services. In responding command, people may undertake or refuse it. Here is the example with the response given:

Extract 12:

Jimmy: Please welcome the one and only Martin Short.

Martin: Thank you so much

The conversation takes place at 16.00 minutes. In the sample conversation in extract 12, Jimmy Fallon invited Martin Short as his guest star to enter the stage, and Jimmy Fallon undertook to fulfill the request.

This research aims to find the interpersonal meaning from the interaction between Jimmy Fallon as the host and Martin Short as the guest star in *The Tonight Show Starring Jimmy Fallon* talk show by analyzing the mood and speech function of their utterances. In this conversation, subtitle was identified and analyzed based on the theories of Halliday about Systemic Functional Grammar, especially interpersonal meaning. Data analysis presents Mood of the clauses which further reflects their functional meanings. The mood is valuable in realizing interpersonal meaning for it is the main point in bearing the speaker's attitudes and judgments. Following research, Declarative, Imperative, and Interrogative Clausal Moods were identified. Each kind denotes a certain kind of interpersonal relationship between the individuals. The clause's declarative mood makes the sentence concise, powerful, and factual, whereas the imperative mood conveys authority. The status and/or power relationships of the actors in the conversation are described, together with a deletion of the Subject (agent/doer). In contrast, Interrogative Mood also reflects how individuals interact with one another in consideration of their social status and functions. (Noor et al., 2015).

By looking at the mood structure, clause by clause that has been analyzed, the researcher found out how the conversation proceeds as a series of exchanges. It began with greetings, where Jimmy Fallon invited Martin Short as his guest to enter the stage, and then started by an opening of a proposition, initiated by Martin Short as the guest star who praised Jimmy Fallon as host, and expressed how excited he was to come as a guest on the talk show. Martin Short also stated that Jimmy Fallon was not only his friend in the industry, but in real life as well. This sequence was terminated by Jimmy Fallon, who acknowledged the guest star's statement. The dialogue could be seen in the table 4.

Table 4. Dialogue Sample in the Opening Stage

Clauses	Mood types	Speech function (Initiating & response)
Martin: My god, Your name screams out diversity, It really does. It's hard for me to express, how excited im to be here tonight. Here's a thing about Jimmy, we do hang out, because we're not just fake show business friends, we're fake friends in real life.	Declarative	Statement
Jimmy: We really are, that is correct.	Declarative	Acknowledgment

This contradicts the article written by Hanne Bruun (1999) about one of the Three Fundamental Characteristics that is common in a talk show, namely The Studio host, it stated that the guests are invited on to the host's program, they are welcomed, and the host shows his gratitude to them for attending. A talk show is not a TV program that has definite rules for how they must communicate. Instead, a talk show must run naturally and spontaneously as long as it is still within the main purpose of the talk show.

In the next conversation, Jimmy Fallon reopened the exchange, beginning with a proposition where he demanded information about his guest star's summer experience (How is the summer going though?), which is answered by how Martin Short spent his summer. But then, Martin Short reoriented his answer to the other exchange, this led to a series of exchanges in which the dialogue centered on the past summer, Mar-a-Lago, and Trump's politics. Hence, for the opening stage, it was clear that initially, Martin Short was determining the direction of the conversation; he started from one proposition to another proposition, which Jimmy Fallon responded to by giving some agreement and acknowledgment at that present. This is the pattern throughout roughly the first opening stage.

Meanwhile, for the main talk stage, contrast, Jimmy Fallon began to take control of the direction of the conversation, it happened when Jimmy Fallon raised the main topic about a film series entitled "Only murders in the building", which he needed to dig up all the information from the guest star, namely Martin Short. In this stage, the conversation was more fluid, but the rapid change of orientation from one proposition to another gave a rather fragmentary role to the dialogue. Both the host and the guest star gave their question or statement, then responded by the opponent and so on. The exchange could be known here by the speech roles produced; there were giving-demanding and responses. The dialogue can be seen in table 5.

Table 5. Dialogue Sample in the Main Talk Stage

Clauses	Mood types	Speech function (Initiating & response)
Jimmy: I want to congratulate you on this tour.	Declarative	Statement
By the way, What have you learned touring with Steve Martin?	Interrogative	Question
Martin: Well, I've learned that he will pay ten dollar for clean urine	Declarative	Answer
Jimmy: You've got to pass those tests	Declarative	Acknowledgment
Martin: No, he is really amazing, He is such a unique, He but dialed me the other day, which is kind of remarkable because he still has a rotary phone, so –	Declarative	Statement
Jimmy: That's kind of hard to do	Declarative	Acknowledgment
Martin: oh, not for steve, no when you have that talent	Declarative	Contradiction
Jimmy: I want to congratulate you and Steve, You're both Emmy nominated for "Only murders in the building". The show got a whopping 17 emmy nominations, That's amazing.	Declarative	Statement
Martin: And I'm just letting you know – Thank you	Declarative	Acknowledgment

In the act of speaking, the speaker adopts a particular speech role for himself, and in so doing assigns to the listener a complementary role that he wishes to adopt in his turn (Halliday et al., 2014). It means, in asking a question, a speaker is taking on the role of a seeker of information and requiring the listener to take on the role of supplier of the information demanded. Thus, knowing the speech role in a conversation is essential in order to understand better, avoid misunderstanding and create meaningful interpersonal communication. According to Halliday & Matthiessen (2014), the speaker is not only doing something himself but also requiring something of the listener. Typically, an 'act' of speaking is something that might more appropriately be called an interaction: it is an exchange, in which giving implies

receiving and demanding implies giving in response. From the conversation, it could be seen that they did not only carry out message transactions but also maintained a relationship. Like all interactants, they were taking turns in this interactive process, each time adopting a speech role and assigning a complementary one to the other. Moreover, they also respected each other by paying attention to when they have to speak and give responses to the others. This is in line with what has been stated by Hartati (2015), The features of interpersonal language are those of identifying with the other person’s concerns, being nice to the other person, and maintaining and respecting “face”.

Apart from casually discussing various topics on the main talk stage, the Tonight Show Starring Jimmy Fallon version also has another special session, namely the 'Tonight Show Short Stories' game where the host and guest stars will take turns pressing buttons to determine what topics will be discussed. In his episode with Martin Short, Jimmy Fallon chose past experience to be the topic that was brought up on that stage. According to Cornelia (2006) in her journal entitled 'Characteristic Features of Talk Shows', it was stated that the discursive strategies of talk shows are: interview, narrative, debate, game, confession, and testimony. The hosts can determine various interesting features as a strategy that can liven up the talk show so that the show is not only informative but also entertaining. The choice of games in this talk show could be a smart choice, where the audience can entertainingly get information, and the hosts are not monotonous just conducting interviews throughout the show, thus the talk show seems boring and intimidating to the guest stars. The following is an example of dialogue used by Jimmy Fallon in the "Tonight Show Short Stories":

Table 6. Dialogue Sample in the “Tonight Show Short Stories”

Clauses	Mood types	Speech Function
It is time for “Short stories”, We’re going to take turns hitting this button here, which will generate a random topic, We’ll each other tell a short story from our lives about that topic. Martin since you’re the guest, you will go first.	Declarative	Statement
Go ahead, and press the button!	Imperative	Command

The talk show on this episode closed with a special performance by Demi Lovato, who sang her song from her new album entitled '29'. Demi Lovato, whose real name is Demetria Devonne Lovato, is an American actress, singer, and songwriter. Don't Forget, Lovato's debut pop-rock album, premiered at number two on the US Billboard 200 after she joined Hollywood

Records. Lovato has amassed a number of awards, including an MTV Video Music Award, 14 Teen Choice Awards, five People's Choice Awards, two Latin American Music Awards, a Guinness World Record, and a place on the 2017 Time 100 annual list, in addition to selling over 24 million records in the US.

CONCLUSION

From the analysis that has been done, all of the Mood types were found in the conversation, and there were only 3 speech functions out of 4 types of speech functions along with the responses employed by the host and the guest star. Both were actively taking turns to initiate the exchange in their conversation. It was clear that to be able to apply interpersonal communication, knowing the speech role in a conversation is essential, remembering that interaction is an exchange, in which giving implies receiving, and demanding means giving in response. Apart from the role given, Jimmy Fallon and Martin Short seemed to succeed in making the show more natural by showing the audience that they were equal in the conversation. It indicated that they understood the purpose of interpersonal communication itself was not only to carry out message transactions but more likely to maintain a relationship.

It is expected that the research findings from this study would contribute both theoretical and practical value. Practically speaking, this research can advance linguistics, especially in terms of mood types and speech functions in a conversation. For students studying the program English department can be used as a reference to increase their understanding of mood types and speech function. Theoretically, the research has the potential to add to the theory of mood types and speech function related to discourse analysis and serve as a reference for these concepts.

This study might need deeper analysis due to the limitation of time and knowledge so that the following suggestions are addressed for those with the same interest in this field. Understanding interpersonal communication is not enough by analyzing the lexicogrammar of the Mood and speech function through the constructed clauses in any discourse, but more in how the language can make meaning and maintain a relationship. Last, the other researchers should conduct the research with more than one type of video, so that the data gained is more complex and give more examples of interpersonal communication in any role and situation.

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PICTIONARY GAME FOR VOCABULARY MASTERY: BEST PRACTICE FROM A RURAL SCHOOL CONTEXT

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Abstract

While online gamification in education settings has spread worldwide in this digital era, its application gets confronted with massive opposition, especially in rural contexts. Several technologically inaccessible schools may find it unfavourable to apply such a model in learning. This study looks at redefining a simple application of particular Pictionary games to boost students' English vocabulary learning in a predominantly rural, private school setting. It aims at improving students' vocabulary mastery through the plain-sailing Pictionary game technique and re-establishing the teacher's best practices to apply. Two-cycle classroom action research was applied by collecting data through observation, questionnaires, interviews, and tests. The qualitative data analysis shows better-changing activities, attitudes, perceptions, and learning experiences leading to the positive outcomes of the game application. Quantitative data on students' vocabulary tests in two-prioritized skills (reading and listening) also show a remarkable improvement from cycle one to cycle two, with the class percentage passing the success criterion for reading and listening vocabulary mastery being 83.33% and 75%, respectively. In addition, the teacher's reflection on each cycle shapes profound insights into several contextual best practices: goal-oriented teaching, progressiveness, shift gears, differentiated learning, pace and variety, and encouragement.

Key Terms: *Pictionary game, vocabulary mastery, best practice*

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INTRODUCTION

The advancement of science and technology necessitates that students should be proficient communicators. Understanding important priorities from information is what communication means, including in English. English communication abilities are very beneficial for students to acquire knowledge and assist other skills. However, there are thousands of languages in this world, each of which has its peculiar nationwide language spoken and understood by its people in different regions (Nishanthi, 2018). Consequently, English can be the second and even the third or more entity in students' language acquisition and learning.

Concerning this, vocabulary mastery is a vital component of language proficiency, making it one of the basic elements of learning English through writing, speaking, reading, and listening (Hiebert & Kamil, 2005; Richards & Renandya, 2002). Without vocabulary mastery,

students cannot understand the words they read and listen to, nor can they speak or write. Vocabulary, therefore, becomes the central component that assists students in learning and communicating. Nonetheless, teaching vocabulary is a challenging task today since it calls for teachers' imagination to make vocabulary learning more engaging so that students would be enthusiastic about studying it. Several scholars pinpoint that other activities should be considered in teaching vocabulary rather than just introducing and memorizing new words (Nation, 2001; Thornbury, 2002; Hiebert & Kamil, 2005; McCarten, 2007; Simpson, 2011; Webb & Nation, 2017). Students generally need to see, say, and write newly learned words many times before they can be said to have learned them.

One of the methods to develop students' vocabulary was playing games. Today's digital literacy and learning urge to promote new learning paradigms in schools, introducing it globally as gamification for technology-enhanced language learning (TELL) (as cited in Santosa et al., 2022; Wijayanto, 2022). Gamification offers opportunities for teachers to use game-based mechanics, aesthetics, and game thinking to engage, motivate, and promote learning to solve issues. It incorporates game-related components, elements, and strategies to motivate the users emotionally (Kapp et al., 2014). However, applying this digital-type game may get confronted with massive opposition, especially in rural contexts. Several technologically inaccessible schools may find it unfavourable to apply such a model in English learning (Aryanti et al., 2022; Uran, 2022b). Therefore, a more context-based game model should be considered when applied in rural settings.

According to Shaptohvili (2002) and Simpson (2011), teachers should be encouraged to use games to help students practice new languages in class. The teacher can indirectly add a pleasant and relaxing element to vocabulary practice by playing games, making the subject matter more engaging, enjoyable, challenging, and practicable, especially in discovering new vocabulary. One of many games to develop vocabulary is Pictionary. The Pictionary game is a board game, a drawing-word-guessing game for groups of any age. Playing the Pictionary game can help students memorize the words taught by their teacher while reviewing the vocabulary, expecting that it will stay longer in students' minds and be used in the right context.

Many researchers from the Indonesian context have conducted studies using the Pictionary game as a teaching technique. To learn and reflect on different contexts, the authors discuss some of them. Daulay et al. (2021) through an experiment study argue that there is a significant effect on the senior high school students speaking skills after being treated by the Pictionary game. The related experimental study with significant effect was also conducted in junior high school contexts by Jumarthini et al. (2022) and Ayu et al. (2018). Certainly, these experiments should be discussed in more detail regarding the application and usage of the Pictionary game.

In that regard, Hamer and Lely (2019) and Fatmawati et al. (2022) review some literature and discuss in their conceptual research how to use the Pictionary game to increase learners' vocabulary mastery. They conclude that learners' imagination, classroom involvement, and fun language teaching, among others, are contributing factors in the application of the game. Nevertheless, detailed discussion on the application of the Pictionary game in action research in Indonesian journals is still rare. The authors come across an article from a study conducted by Dwi (2017). She reveals influential factors that change students' vocabulary mastery through the game: the suitable material, students' interests, and the teacher's guidance.

Concerning this study, the authors found many challenges and issues related to students' English vocabulary learning in the classroom, especially in terms of vocabulary retention and assignments. Because students' vocabulary is very lacking, they are very slow in answering or doing assignments given by the teacher. To cope with those problems, various methods can be used in the learning process to help students improve vocabulary mastery, especially in a similar, related context (i.e., Niga & Janggo, 2022; Tay & Uran, 2022). With that respect, the teacher as a facilitator must provide several alternatives, new ways or methods, and interesting exercises to stimulate students to increase their vocabulary mastery. Students will be more involved in class activities if games are used appropriately.

Therefore, in this study, the researcher, one of the authors, applied the Pictionary Game as a learning method in the classroom. She intends to apply this plain-sailing game to improve students' vocabulary mastery in the 11th Science Class at SMAK St. Petrus Kewapante in the academic year of 2022/2023. During and after the application, the authors reveal contextual best practices within the application of the Pictionary Game to achieve the intended goal.

METHOD

This study applies the classroom action research method. Classroom action research begins with questions about classroom experiences, issues, or challenges. It is a reflective process that helps teachers explore and examine aspects of teaching and learning and take action to change and improve the student's achievement in the teaching and learning process (Burns, 2010; Harmer, 2001). Employing Kemmis and McTaggart's design (as cited in Burns, 2010), the research procedures consist of four steps: planning, acting, observing, and reflecting. The research was conducted in the first semester from August 8 to December 8, 2022, to the thirteen students in the 11th Science Class at a private catholic senior high school named SMAK St. Petrus Kewapante.

The researcher collected the data using observation, questionnaires, interviews, and tests. The main tools for analyzing qualitative data in this research are categorizing and analyzing talk (Burns, 2010). Categorizing and analyzing talks are done by sorting objects and information from qualitative data into logical groupings and themes to answer research objectives. On the other hand, the quantitative data are analyzed from the questionnaire and the average score of the student's vocabulary tests per action within one cycle.

To apply the Pictionary game, the collaborator teacher and one of the authors follow some procedures, such as 1) divide the class into teams, 2) explain that each team's objective is to be the first and earn a point in a round when they correctly identify vocabulary terms, 3) designate one student on each team to be the artist to draw pictures, 4) identify the time limit for the first round of words, 5) explain that the artist should look at the word to be illustrated, and 6) when the word is recognized by the group, the artist changes to another member and moves on to the next word. The students are required to sketch while thinking about retrieving, guessing the word, and competing with one another.

FINDINGS AND DISCUSSIONS

Findings

Pre-cycle

In the pre-cycle, the researcher observed students' interaction in English learning, interviewed the English teacher and students about their experience and perception during the English teaching-learning process, and administered a pre-test to investigate students' prior English skills and problems, especially vocabulary mastery. The results of the observations show that students of the 11th Science Class at SMAK ST. Petrus Kewapante is less interested in learning English. They find the learning process in the classroom unpleasant and confusing as the English teacher only depends on reading books without any technique to assist them. The class atmosphere was not lively, and students did not participate in learning.

Moreover, in the interviews with the English teacher, she admitted that most of the students' abilities were very minimal because students did not like English lessons and considered English too difficult and unpleasant. As a result, students did not participate well when she explained the material. Meanwhile, the results of student interviews show that students had great difficulty in learning English because the teacher only focused on books without asking students. Also, their vocabulary knowledge is very lacking, making it difficult to respond to the teacher's questions and English exercises. As a result, the class atmosphere was less convivial.

From the data above, the researcher concludes that students of the 11th Science Class at SMAK St. Petrus Kewapante still lack vocabulary mastery. It can be noticed from the result of the vocabulary test in reading and listening, showing the low score both individually and in class. If referred to the passing grade, no one passed the success criteria. From the observation and interview the researcher notices that just asking students to learn harder is useless, they need more fun learning through games. Therefore, the researcher uses the Pictionary Game method to help increase students' vocabulary learning and mastery.

Cycle 1

In this phase, the researcher looked at implementing actions and observations results. Then the researcher-teacher made a way to modify the action by playing the Pictionary game. It aims at giving students time and space to define the English words having been studied, practice them, and retain them easily. In the end, it is expected that the student's vocabulary mastery in reading and listening could meet the success criteria. The results of post-test 1 show that the percentage of students who met the success criteria in reading vocabulary and listening vocabulary was only 8.33% and 16.67%, respectively. The researcher then considered revising actions that can be used to support the achievement of vocabulary mastery in listening and reading comprehension skills in the second cycle.

Regarding the reflection phase, the researcher must provide a good perception at the beginning of the activity to arouse students' interest in learning. Second, the researcher would ask students to use a dictionary. Third, she must clearly explain the material using the

Pictionary game technique. Fourth, the researcher should explain the material in a louder voice so that the class atmosphere is not noisy. Fifth, the researcher must provide opportunities for students to ask questions, and researchers must explain the learning objectives to be achieved. The researcher has taught according to the lesson plan but has not explained the material clearly and well using the Pictionary game technique. Therefore, based on the average value of students and the results of observations, interviews, and questionnaires in cycle I, the researcher realizes that this action research must be carried out in cycle II.

Cycle II

The meetings in this cycle went well as planned. Students have paid attention during teaching, actively participated in class activities, and started posing queries during discussion sessions. Due to the clear teacher's instructions on the Pictionary Game, the students were enthusiastic about participating. The teacher also goes around to see the class condition and explains the material in a clear, louder voice. The rules and vocabulary used by the researcher are regular, but she started using different words for each round. It seems that students' mastery of new words has improved, in the sense that they can identify those words and make them up in their sentences.

The researcher and the English teacher are satisfied because their efforts to improve students' vocabulary skills in reading and listening skills have been realized. The results of the second test showed that most students (83.33%) scored above the minimum completeness criteria for reading skills and third-four (75%) scored as well on the listening test. Moreover, the observation sheet, interview, and questionnaire prove that students are active, enthusiastic, and collaborative during the learning process through the game. Therefore, the second cycle has met the criteria for success reflecting on the research instruments provided. The researcher and the school English teacher decided to stop the classroom action research because it successfully improved students' vocabulary skills through the Pictionary game technique, and it is following the plan discussed beforehand by the researcher and the teacher.

Discussion

The findings showed that this study meets the success criteria in two cycles. Based on the results of post-test 1, it is shown that only one student (8.33%) met the success criteria in reading vocabulary and two students (16.67%) in listening vocabulary. To cope with that, the researcher-teacher provided a very good perception at the beginning of the activity to arouse student learning interest, explained the material more clearly and loudly to rebuild a convivial class atmosphere, and provided opportunities for students to pose queries and achieve the learning objectives through game's goals. After about one month of applying this game, the researchers are satisfied because the efforts to improve students' vocabulary mastery in reading and listening skills have been realized. Ten out of twelve students (83.3%) passed the reading passing grade, and nine (75%) succeeded in listening skills.

In addition, observation sheets, interviews, and questionnaires also prove that students are active, enthusiastic, and collaborative during the learning process through games. It can be seen from the questionnaire result, showing that almost all students (91.66%) get interested in learning English through the Pictionary game, understand very well the given instructions, and perceive the Pictionary game as a helpful technique for vocabulary retention. The majority of

students (83.33%) also believe that the strategy improves their vocabulary mastery. The interviews also confirm that the Pictionary game provides students with an interesting way to learn English because it challenges them to work as a team. This game can be utilized as an effective teaching tool to foster creative thinking and communication skills. In addition to being creative, students like the way of selecting sketches that will help the rest of their team understand the association. Through the game, the class atmosphere becomes more active. Therefore, the researcher can conclude that the Pictionary game helps improve students' vocabulary mastery.

Reflecting on productive actions in each cycle, the authors reveal several best practices following the Pictionary game application in the given context. The success story for the student's vocabulary improvement typically relies upon the teacher's efficient ways of teaching, among others are goal-oriented teaching, progressiveness, shift gears, differentiated learning, pace and variety, and encouragement.

Goal-oriented teaching requires teachers to have a reason and achievable objective for applying the Pictionary game in vocabulary learning. They should make students aware of this objective before learning. In this current research, the teacher realized the issues behind students' low achievement and reminded students to stay focused on the importance of vocabulary mastery in English comprehension. As every game has a purpose in playing, applying the Pictionary game also helps students achieve a target. It requires students to guess words or phrases from drawings, which allows them to work in teams and take turns to be the 'artist'. The game's components include more than just points, badges, and levels; they also include deeper entities like difficulty, mystery, sociability, and other components that can affect players emotionally and with a deeper sense of purpose.

Concerning progressiveness, the teacher has done her best through the technique to allow students to progress. Each instrument was assessed and discussed, allowing students to improve their language skills, especially vocabulary mastery in reading and listening. All lessons in each cycle end with the students feeling they are one step closer to their goal. The teacher also builds opportunities to test students' progress through practices, exercises, and tests.

Furthermore, a great teacher can "shift gears" and is flexible when a lesson is not working or has not met the goal (Davidson & Uran, 2022). Throughout the lessons in this action research, the teacher evaluates her instruction and comes up with fresh ways to present content to ensure that each student is aware of the important ideas. Although the Pictionary game is simple and common to almost all school settings, the teacher keeps adapting this game to her classroom due to the effectiveness of time and class conditions. Using pictures in class provides a focus that stimulates students' interest because they like to see pictures.

Moreover, English teaching and learning today should be appropriate for the student's level of comprehension. Almost every educator concurs that materials should be modified or "differentiated" whenever possible to fit learners with particular learning requirements, regardless of whether they are stronger or poorer in some areas (Niga & Janggo, 2022). In this action research, the teacher makes the lesson challenging and pushes students to achieve the

goal based on their needs as much as possible. Students take turns in several activities in the Pictionary game application to help them reveal their strengths and weaknesses.

Another facet to contemplate is pace and variety. A teaching best practice should not lose its pace and should have a range of activities (Uran, 2022a). The teacher in this research has been mindful of her students' ages and levels and therefore assign a technique appropriate for them. She keeps the class moving and is ready to rearrange the technique, add it to the action plan, and adapt to students' learning styles.

Last but not least, encouragement and praise or an overall upbeat attitude have become the teacher's way of inspiring students to learn. Students feel respected because, in each learning cycle, they find their teacher helpful and appreciative, guiding them in drawing pictures reflecting the words given and motivating them with simple gifts for the winner of each game. These encourage them to learn English, especially in retaining vocabulary and understanding its usage within reading and listening texts.

CONCLUSION

Based on the findings and discussion above, the authors draw the following conclusions. Online gamification in educational settings has become widespread in this digital age, but its implementation faces fierce opposition, particularly in rural settings. Applying such a model to learning may not be advantageous for some schools that lack access to technology. This study reexamines a straightforward method of using particular Pictionary games to enhance students' English vocabulary learning in a primarily rural, private school setting. It aims to restore the teacher's best teaching practices and enhance students' vocabulary mastery through the simple Pictionary game technique. Data is gathered in two-cycle classroom action research through observation, tests, questionnaires, and interviews. The analysis of qualitative data reveals that better-changing behaviours, attitudes, and learning experiences cause positive effects of the game application. The class presentation passed the success criterion for reading and listening vocabulary mastery with 83.33% and 75%, respectively, according to quantitative data on students' vocabulary tests in two-prioritized skills (reading and listening). Furthermore, the teacher's reflection on each cycle helps to shape profound insights into many best practices, including goal-oriented teaching, progressivism, shift gears, differentiated learning, pace and variety, and encouragement.

From the findings of the application of the Pictionary Game in the 11th Science Class at SMAK St. Petrus Kewapante, the authors would like to give some suggestions. The first one is for students. The results of this study can motivate students to improve their vocabulary mastery. Learning vocabulary through the Pictionary game can help students participate in teaching and learning activities, be motivated in English lessons, and retain more vocabulary. The second one is for EFL teachers. These findings can help EFL teachers use the Pictionary game based on their contexts to teach vocabulary so that students become more active and enthusiastic about the learned material. The EFL teachers also must master other techniques or methods in learning to create a fun and convivial classroom atmosphere. Lastly, for the next researcher, it is suggested that the results of these findings can be used as a reference and comparative data to research teaching vocabulary using Pictionary techniques or other

appropriate techniques. They are also expected to review and evaluate the result of this study to refer to other research methods.

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PENDIDIKAN KARAKTER DAN NASIONALIS PADA NOVEL LAUT BERCERITA KARYA LEILA S CHUDORI: SOSIOLOGI SASTRA

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Abstrak: Novel adalah cerminan realita kehidupan masyarakat yang bisa dijadikan pelajaran dalam kehidupan sehari-sehari. Penelitian ini bertujuan mendeskripsikan nilai-nilai pendidikan karakter dan nasionalis yang terdapat dalam Novel Laut Bercerita karya Leila S. Chudori. Penelitian ini menggunakan penelitian kualitatif dengan menggunakan pendekatan sosiologi sastra. Teknik pengumpulan data yang digunakan yaitu teknik baca dan teknik catat. Hasil yang didapatkan dari penelitian ini mengandung: tiga nilai pendidikan karakter yaitu cinta damai, senang membaca dan rasa ingin tahu. Sedangkan prinsip nasionalis meliputi kesatuan bertanah air, bangsa, pemikiran, berbahasa, tatanan negara, sistem pemerintahan, sistem perdagangan, sistem keajahteraan dan rencana budaya, keleluasan beragama, berekspresi dan menyuarakan pendapat dan berorganisasi, dan prestasi: keinginan untuk membantu kesejahteraan, kebesaran, dan kejayaan bangsa.

Kata Kunci: *Pendidikan Karakter, Nasionalis, Sosiologi Sastra, Novel, Laut Bercerita*

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PENDAHULUAN

Di tengah banyaknya pembaca, salah satu tujuan sastra adalah berusaha untuk menambah martabat dan harkat manusia sebagai ciptaan yang berketuhanan, beradab, dan berpikir. Hutomo (1997) yang mengatakan sastra adalah ungkapan pandangan setiap manusia melalui lisan ataupun tulisan. Maka dari itu, dapat dikatakan keadaan masyarakat dan kondisi disaat karya sastra itu diwujudkan tidak bisa saling lepas karena sastra mempunyai hubungan erat antara kehidupan pengarang dan pembacanya. Bentuk karya sastra novel, yang berupa prosa dan cakupannya sempurna. Selain lebih dari sekedar menghasilkan karya yang indah, menarik dan menghibur, novel dituntut untuk menimbulkan rasa kepuasan setelah membacanya. Pembaca juga harus memahami nilai-nilai tercantum yang pengarang sampaikan dalam susunan cerita dalam novel.

Salah satu novel yang menarik untuk dikaji adalah karya Chudori (2017) yang berjudul *Laut Bercerita*. Dalam novel tersebut, penulis mencoba menarasikan tragedi kerusuhan 1998 dari sudut pandang yang berbeda. Novel *Laut Bercerita* juga mengisahkan tentang keluarga yang kehilangan, beberapa orang yang suka menyiksa dan lancar berkhianat juga cinta yang tak akan pernah luntur. Melalui novel ini banyak mengajarkan sastra yang mengandung nilai-nilai pendidikan karakter dan sikap nasionalis sehingga dapat menjadi tauladan dalam kehidupan sehari-hari.

Adapun nilai-nilai yang terkandung dalam novel *Laut Bercerita* yaitu nilai pendidikan karakter dan nasionalis. Sulastri dan Alimin (2017) menjelaskan pendidikan karakter dibentuk melalui berbagai macam cara salah satunya lewat karya sastra. Halomoan dan Luthfi (2012) yang menegaskan pendidikan karakter merupakan upaya sadar untuk menjadi manusia yang baik dengan mengembangkan nilai-nilai pada perilaku seperti aspek kesadaran, pengetahuan dan perbuatan guna mewujudkan suatu hal yang berguna, melakukan hal baik kepada diri sendiri, alam sekitar, Tuhan, orang lain serta semesta dan kebangsaan. Pembentukan karakter juga bisa dilakukan dengan penyampaian materi lalu diwujudkan pada dunia nyata setiap hari dengan perbuatan yang nyata.

Untuk mempertahankan perwujudan pendidikan karakter pada satuan pendidikan, terdapat delapan belas nilai-nilai yang membentuk karakter bangsa yang berasal dari agama, Pancasila, budaya, dan tujuan pendidikan nasional. Mansur (2014) menambahkan penjelasan lebih detail terkait nilai tersebut. religius, jujur, toleransi, disiplin, kerja keras, kreatif, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, memuliakan hasil usaha yang dicapai, komunikatif, cinta damai, senang membaca, memperhatikan lingkungan, kepedulian sosial, dan tanggung jawab.

Selain pendidikan karakter, novel *Laut Bercerita* juga banyak memuat sikap nasionalis yang ditunjukkan oleh para tokoh di dalamnya. Sikap nasionalis bagi suatu negara sangat dibutuhkan dan juga membantu negara karena sikap ini dapat dijadikan untuk menjaga kesatuan bangsa. Khon (1984) menjelaskan bahwa nasionalis bersangkutan dengan perasaan yang begitu mendalam dengan suatu ikatan yang erat dengan tanah air. Dengan demikian, nasionalis juga disebut dengan tindakan yang mengekspresikan dan menyatakan sikap patriotis yang ditampakkan dalam bentuk cinta tanah air. Ia merupakan asas moral dan politik yang mengandung semangat yang membangkitkan perasaan emosional keinginan untuk membela kepentingan bangsa.

Kartodirjo (1993) mengatakan terdapat prinsip-prinsip dalam rasa nasionalis yaitu: Kesatuan bertanah air, bangsa, pemikiran, berbahasa, tatanan negara, sistem pemerintahan, sistem perdagangan, sistem kesejahteraan dan rencana budaya; Keleluasaan beragama, berekspresi dan menyuarakan pendapat dan berorganisasi; Persamaan derajat hukum, hak dan kewajiban, dan kesetaraan status social; Harga diri, kebanggaan serta keterikatan pada jati diri warga Negara; dan Prestasi: keinginan untuk membentuk kesejahteraan, kebesaran, dan kejayaan bangsa.

Karya sastra berkaitan dengan masyarakat. Oleh karena itu, kajian yang digunakan ialah melalui sosiologi sastra. Menurut Ratna (2003) sosiologi sastra merupakan hubungan langsung mengenai masyarakat dan karya sastra. Berdasarkan uraian latar belakang masalah tersebut, tujuan penelitian ini adalah mendeskripsikan nilai pendidikan karakter yang terdapat dalam novel *Laut Bercerita* karya Leila S. Chudori dan mendeskripsikan bentuk nasionalis yang terdapat dalam novel *Laut Bercerita* karya Leila S. Chudori.

METODE PENELITIAN

Penelitian ini menggunakan metode kualitatif yaitu suatu proses penelitian yang menggunakan data deskriptif berupa kata-kata tertulis ataupun lisan dari objek dan perilaku yang diamati. Menurut Moleong (2005) metode kualitatif yang bersifat deskriptif ialah data yang di kumpulkan berupa kata-kata, gambar dan bukan angka-angka. Penerapan metode kualitatif pada penelitian ini bersifat deskriptif yaitu data yang dikumpulkan berupa kata-kata dalam bentuk suatu kutipan yang mempunyai arti lebih dari sekedar kata, bertujuan untuk mendeskripsikan secara sistematis dan objektif yang menjadi masalah penelitian lalu menganalisis dan menafsirkan data yang ada.

Data dalam penelitian ini adalah kutipan berupa narasi dan dialog Novel *Laut Bercerita* karya Leila S. Chudori. Sumber data pada penelitian ini berasal dari tertulis (kepuustakaan). Sumber data utama dari penelitian ini menggunakan novel *Laut Bercerita* karya Leila S. Chudori, cetakan pertama tahun 2017 dengan jumlah 379 halaman yang diterbitkan oleh Kepustakaan Populer Gramedia.

Adapun teknik pengumpulan data yang kongkret pada penelitian ini menggunakan teknik baca dan teknik catat. Teknik baca ini peneliti membaca novel *Laut Bercerita* secara cermat dan berulang agar data mudah dipahami. Kemudian di lanjut dengan teknik catat, yaitu

mencatat seluruh data yang ditemukan dalam novel dan menginterpretasikan data sesuai dengan permasalahan penelitian yaitu data nilai pendidikan karakter dan bentuk nasionalis.

Teknik analisis data penelitian ini berdasarkan pada teknik interaktif Miles dan Huberman (1992) yang terdiri atas tiga bagian yaitu *pertama*, pengumpulan data nilai pendidikan karakter dan bentuk nasionalis yang terdapat dalam novel *Laut Bercerita*. *Kedua*, reduksi data yaitu fokus pada penemuan data nilai pendidikan karakter dan bentuk nasionalis yang terdapat dalam novel yang akan diteliti. *Ketiga*, penyajian data yaitu pada tahap ini peneliti mengklasifikasikan data sesuai dengan tujuan permasalahan yang ingin dicapai agar diperoleh gambaran tentang nilai pendidikan karakter dan bentuk nasionalis yang terdapat dalam novel. *Keempat*, menyusun kesimpulan atau verifikasi, yang disajikan dalam bentuk kutipan-kutipan dan menyusun kesimpulan dari data-data yang diperoleh dari awal.

Dalam penelitian ini menggunakan triangulasi teori untuk pemeriksa keabsahan data penelitian. Triangulasi teori merupakan upaya yang dapat memberikan arahan pada peneliti untuk mengumpulkan data dari macam-macam sumber seperti buku, artikel-artikel, referensi, dan lain-lain yang sama dengan permasalahan penelitian.

TEMUAN DAN PEMBAHASAN

Novel *Laut Bercerita* karya Leila S. Chudori merupakan perjuangan aktivis melawan orde baru yang dianggap meresahkan dan merebut hak-hak rakyat bawah. Ada banyak pergerakan yang dilakukan oleh teman-teman Laut yaitu anggota Winatra dan Wirasena seperti membantu dan mendampingi petani aksi Tanam Jagung Blanggun atau mengadakan kegiatan tentang hak-hak buruh dengan para buruh. Namun aksi yang mereka lakukan terdengar oleh petinggi sehingga mereka harus jadi buronan. Ini disebabkan ada salah satu teman yang ternyata berkhianat dan membongkar strategi dari gerak-gerik organisasi tersebut tanpa disadari sedikitpun. Alhasil beberapa anggota dari mereka ditangkap. Perlakuan keji ABRI (Angkatan Bersenjata Republik Indonesia) dimulai dan tidak memberi ampun jika Laut dan teman-temannya tidak menjawab dengan benar ataupun ketika ditanya hanya diam. Kemudian Laut dan 12 temannya dihilangkan sehingga tidak diketahui jejaknya. Dan sebagian juga dipulangkan ke rumahnya masing-masing. Di sisi lain, Asmara Jati beserta keluarga yang menanti kepulangan anaknya tak kunjung kembali. Tak hanya diam dan meratapi nasib, Tim Komisi Orang Hilang kemudian dibentuk untuk mencari keadilan agar pemerintah membuka mata akan peristiwa yang terjadi.

Pada novel *Laut Bercerita* ditemukan beberapa hasil penelitian yang sesuai dengan fokus penelitian yakni pendidikan karakter dan nasionalis. Pendidikan karakter yang terdapat dalam novel *Laut Bercerita* karya Leila S Chudori meliputi jujur, disiplin, kreatif, rasa ingin tahu, tanggungjawab. Adapun beberapa hasil analisis pendidikan karakter yang terdapat dalam novel diuraikan sebagai berikut.

Pendidikan Karakter

1. Cinta damai

Cinta damai merupakan perilaku ataupun ucapan dari diri seseorang yang membuat orang lain merasa puas dan aman dengan kedatangannya. Nilai cinta damai dalam novel *Laut Bercerita* dapat dilihat pada tokoh Kinan.

Itulah gunanya Kinan. Selain dia akan menjadi penentu terakhir, kami semua mengakui Kinan sering memberikan argumen paling masuk akal dalam banyak hal. Yang lebih penting lagi Kinan berfungsi untuk menyetop kerewelan Daniel (hlm. 11).

Pada kutipan data di atas mengandung nilai pendidikan karakter cinta damai karena tokoh Kinan bisa membuat yang lain merasa aman dari celotehan Daniel. Kinan sering memberikan argumen yang masuk akal sehingga teman-temannya setuju dengan pendapatnya. Kutipan di atas juga menunjukkan perlunya seseorang yang bisa membuat keputusan yang dianggap tepat dan masuk akal di tengah teman-temannya. Nilai ini termasuk mampu mengatasi gejala sosial dengan cara seseorang melakukan perihal tertentu di dalam kehidupan masyarakat sehingga terjadi perubahan-perubahan yang mengarah pada wujud positif maupun negatif. Dalam novel ini, tokoh Kinan mengarahkan teman-temannya dalam hal positif dengan memberikan persepsi yang logis sehingga kehadiran seorang Kinan diperlukan dalam sebuah percakapan.

2. Senang Membaca

Nilai pendidikan karakter senang membaca yaitu seseorang yang selalu mencari dan mengembangkan pengetahuannya dengan membaca semua hal. Senang membaca pada novel *Laut bercerita* dapat dilihat pada data tersebut.

“Ah ya. Mas Laut membaca Nietzsche, berbincang tentang buku ini dengan Bapak,” katanya padaku sembari meletakkan buku itu kembali ke rak dan melanjutkan inspeksi pada buku berikutnya. “Dia suka sekali karya sastrawan Amerika Latin,” gumamnya melihat novel-novel karya Gabriel Marquez, Mario Vargas Llosa, dan Isabelle Allende.

Dari kutipan di atas nilai senang membaca dimiliki oleh sosok Laut, ia sangat senang membaca dari koran hingga buku-buku klasik karya semua penulis Eropa dan Amerika latin yang sudah di terjemahkan ke dalam bahasa Indonesia. Dengan membaca mampu mengembangkan wawasan dan bisa mengetahui segala hal, maka dari itu sangat penting menanamkan karakter senang membaca karena mengingat rendahnya minat membaca pada masyarakat Indonesia. Tokoh Laut menunjukkan perilaku sosial yang mempunyai sifat individual yaitu suka membaca buku-buku fiksi maupun non fiksi. Hal itu ditunjukkan oleh ayahnya yang terpukau dengan kebiasaan yang dimiliki oleh Laut yang kutu buku.

3. Rasa Ingin Tahu

Rasa ingin tahu termasuk pendidikan karakter yang memuat tindakan seseorang yang mempelajari sesuatu yang dikaji secara mendalam dan menyeluruh. Kutipan tersebut ditunjukkan sebagai berikut.

Alex adalah fotografer yang teguh dan mengabdikan pada medium dan subjeknya. Dia akan mengenal, mendekati, dan berkawan dengan subjek yang dipilihnya sebelum merekam keseharian seseorang. (hlm. 281)

Data di atas menunjukkan tokoh Alex mempunyai rasa ingin tahu karena ia seorang fotografer yang handal. Tak hanya memotret, tokoh Alex ini mendalami kehidupan subjeknya. Nilai tersebut perlu dimiliki oleh masyarakat Indonesia agar lebih memahami secara menyeluruh tentang apa yang dikaji, dipandang, dan didengar. Rasa ingin tahu yang dimiliki oleh tokoh Alex ialah fakta sosial dalam melakukan sesuatu dengan cara berpikir, berperan dan mempunyai perasaan terhadap sesuatu, sebabnya fakta yaitu kenyataan yang disusun oleh sekitar mempunyai hubungan dalam wujud interaksi sesama manusia.

Temuan penelitian menandakan adalah pentingnya nilai-nilai pendidikan karakter tertentu dalam membentuk karakter positif individu dan masyarakat Indonesia dengan menekankan nilai-nilai seperti perilaku damai, kesenangan dalam membaca, dan rasa ingin tahu (Komara, 2018; Fajar, 2018). Selanjutnya penting pengembangan karakter positif pada anak-anak dan remaja, sehingga mereka dapat menjadi individu yang memiliki nilai-nilai moral yang kuat dan berkembang secara positif dalam kehidupan. Dengan menanamkan nilai-nilai pendidikan karakter, masyarakat Indonesia dapat memahami dan menghargai karakter-karakter positif (Suwardani, 2020; Ginting & Levana, 2021). Dengan kata lain, pendidikan harus

mampu memberikan pembelajaran yang mendukung pengembangan karakter positif pada individu dan masyarakat secara keseluruhan.

Nasionalis

1. Kesatuan Bertanah Air, Bangsa, Pemikiran, Berbahasa, Tatanan Negara, Sistem Pemerintahan, Sistem Perdagangan, Sistem Kejahteraan dan Rencana Budaya

Kesatuan tanah air merupakan salah satu bentuk prinsip nasionalis terlihat pada kutipan salah satu tokoh aktivis yang meminta agar teman-temannya tidak berputus asa demi kepentingan bangsa.

Bram meminta kami mendekat dan dia berbicara dengan suara yang rendah, "Kita tak boleh jatuh, tak boleh tenggelam, dan sama sekali tak boleh terampas karena peristiwa ini. Kebenaran ada di tangan mereka yang memihak rakyat." Bram bahu kami satu per satu. Dia berbisik agar kami semua bubar sebagian ke Seyegan, sebagian ke Solo, atau mungkin ke Pacet. (hlm. 171-172)

Data tersebut mengandung sikap nasionalis pada tokoh Bram yang menggambarkan masyarakat Indonesia harus mempunyai sikap rela berkorban dan juga bersatu demi bangsa. Sikap tersebut bisa ditunjukkan oleh pernyataan tokoh Bram yang bersemangat bersatu untuk menjaga bangsa dari orang-orang yang tidak sadar akan tanggungjawab dan rakus mengambil hak rakyat dan juga menunjukkan tokoh Bram ini ingin merebut hak-hak rakyat yang mengalami aspek sosial oleh seseorang atau sekelompok politik yang berbuat semaunya demi kepentingan diri sendiri.

2. Keleluasan Beragama, Berekspresi dan Menyuarakan Pendapat dan Berorganisasi

Prinsip nasionalis ditunjukkan dengan seseorang berkebebasan mengikuti organisasi dan mengekspresikan pendapat. Hal itu dapat dilihat pada kutipan berikut.

Saat aku duduk di bangku SMA dan Asmara di SMP, kami mulai sibuk dengan urusan masing-masing. Asmara dengan berbagai kelompok yang dia ikuti: pramuka, karate, gitar, lab fisika, dan renang. Aku lebih sibuk dengan kegiatan fotografi, OSIS, dan majalah dinding sekolah, serta ikut bergabung dengan diskusi sastra dan teater Solo. Pilihan ekstrakurikuler kami yang begitu berbeda inilah yang membuat Asmara semakin jengkel. (hlm. 66-67)

Sikap nasionalis dimiliki oleh tokoh Laut dan adiknya, Asmara. Mereka mengikuti kegiatan ekstrakurikuler yang berbeda dan terlihat sibuk dengan kegiatannya masing-masing. Dapat dilihat Laut dan Asmara tidak terhalang berorganisasi dan bebas mengemukakan pendapat seperti berdiskusi dengan teman-temannya. Tindakan ini harus ditanamkan supaya membentuk sikap patriotis dalam diri seseorang. Hal tersebut juga ditunjukkan oleh tokoh Kinan yang senang bertukar pendapat dengan orang lain. Sikap tersebut dapat dilihat pada kutipan berikut.

*“Kami akan mendiskusikan pemikiran mereka. Datanglah.” Kinan tersenyum.
“Kamu di persma kan? Akan kukabari kalau ada diskusi. Aku juga perlu fotokopi buku Pram yang ini. Kami baru punya Bumi Manusia.” (hlm. 20-21)*

Data tersebut menunjukkan sikap nasionalis pada tokoh Kinan yang sedang mengajak Laut untuk ikut berdiskusi dengannya. Pengalaman serta pengetahuan akan bertambah ketika sikap ini sering diterapkan oleh masyarakat maupun individu. Sikap ini penting untuk membangun kesatuan bangsa supaya selalu membuka pikiran untuk hal-hal yang dipelajari. Hal ini menunjukkan tokoh Laut, Asmara dan Kinan mempunyai suatu tujuan yang sama agar lebih terstruktur dalam bermasyarakat dengan mengikuti organisasi.

Temuan di atas mengartikan pentingnya menjunjung nilai-nilai nasionalisme, yaitu kebebasan berorganisasi dan mengekspresikan pendapat secara bebas. Individu dapat mengembangkan diri mereka sendiri dan mengejar minat serta bakat yang mereka miliki. Sikap nasionalisme juga tercermin dalam aksi Kinan yang mengajak orang lain untuk berdiskusi dan bertukar pendapat, sehingga dapat meningkatkan pemahaman dan pengetahuan masyarakat (Yaumi, 2016; Nirwana, & Ginting, 2017). Oleh karena itu, penting bagi individu dan masyarakat untuk memperhatikan nilai-nilai nasionalisme tersebut agar dapat memperkuat persatuan dan kesatuan bangsa.

3. Prestasi: Keinginan untuk Membentuk Kesejahteraan, Kebesaran, dan Kejayaan Bangsa

Prestasi diperlukan dalam pendidikan. Kutipan tersebut dapat ditunjukkan oleh seorang dokter yang mementingkan pasiennya dengan tujuan agar kehidupan bangsa menjadi lebih baik. Sikap tersebut dapat dilihat sebagai berikut.

“Duh dokter kita...pulang pagi menyelamatkan Indonesia yang sakit. Lex, ini Asmara, adikku, doctor in the house,” terdengar nada bangga di dalam suaranya.

Aku jarang mendengar Mas Laut demikian bangga pada pencapaian akademik sehingga aku sedikit tersentuh. (hlm. 269)

Data di atas mengandung sikap nasionalis pada tokoh Asmara yang menunjukkan pentingnya pendidikan terhadap bangsa. Dengan cita-cita yang dimiliki oleh Asmara, mampu membentuk kesejahteraan untuk bangsa yang membutuhkan bantuan tangannya demi kesembuhan. Hal tersebut dapat dilihat pada kutipan berikut.

Asmara jelas anak kota dan anak sekolahan yang tertib sementara aku anak sembarangan yang entah kenapa selalu memperoleh angka tertinggi di kelas sejak sekolah dasar. Sejak kecil Asmara sering menyatakan ingin menjadi dokter atau pengacara, profesi yang keren sekaligus membantu orang, sedangkan aku tak tahu ingin menjadi apa. (hlm. 21)

Data tersebut menunjukkan bahwa tokoh Asmara memiliki sikap patriotis yang bercita-cita ingin menjadi dokter dan dapat terwujud sehingga terealisasikan pada masyarakat. Prestasi yang didapatkan membawanya menuju cita-citanya. Di dalam novel ini terlihat para tokoh-tokohnya semangat melanjutkan pendidikannya. Tokoh Asmara dan tokoh-tokoh dalam novel ini memberantas masalah sosial yang terjadi di masyarakat terutama masalah pendidikan. Sering kali masyarakat kesulitan untuk menyekolahkan anak-anaknya dan terpaksa merelakan untuk tidak melanjutkan pendidikan anak tersebut karena faktor ekonomi, sosial budaya dan lain-lain. Namun dalam novel ini, tokoh Asmara mampu melanjutkan pendidikannya dan mengejar cita-citanya.

Prestasi akademik dan pendidikan sangat penting untuk memajukan bangsa. Tokoh Asmara dalam novel tersebut memiliki cita-cita yang tinggi untuk menjadi dokter atau pengacara dengan tujuan membantu orang dan memperbaiki kondisi Indonesia yang sakit. Sikap patriotis dan nasionalis yang dimiliki oleh tokoh Asmara dan tokoh-tokoh lain dalam novel tersebut menunjukkan bahwa mereka menyadari pentingnya pendidikan dan prestasi untuk membangun bangsa yang lebih baik (Tayongka, 2018; Setiawan, 2021). Selain itu, novel tersebut juga menunjukkan pentingnya upaya untuk memfasilitasi akses pendidikan bagi masyarakat yang sulit mengaksesnya karena berbagai faktor.

KESIMPULAN

Berdasarkan hasil dan pembahasan dalam penelitian ini, ada beberapa nilai pendidikan karakter dan nasionalis yang ditemukan dalam novel *Laut Bercerita* oleh Leila S. Chudori dengan menggunakan metode baca dan catat. Terdapat tiga indikator pendidikan karakter yang

meliputi: cinta damai berjumlah satu data, senang membaca berjumlah satu data, dan rasa ingin tahu berjumlah satu data. Adapun nasionalis memuat tiga indikator yaitu: kesatuan bertanah air, bangsa, pemikiran, berbahasa, tatanan negara, sistem pemerintahan, sistem perdagangan, sistem kesejahteraan dan rencana budaya berjumlah satu data, keleluasan beragama, berekspresi dan menyuarakan pendapat dan berorganisasi berjumlah dua data, dan prestasi: keinginan untuk membentuk kesejahteraan, kebesaran, dan kejayaan bangsa berjumlah dua data. Hasil tersebut membuktikan banyaknya nilai pendidikan karakter dan nasionalis yang terkandung dalam novel *Laut Bercerita*.

Dipaparkan dalam novel, nilai dan sikap ini perlu diterapkan pada masyarakat dalam kehidupan sehari-hari dengan mencontoh perilaku tokoh yang mampu membuat keputusan yang baik, menjaga kesatuan bangsa, tidak ragu untuk menyuarakan pendapat, lebih menyukai bacaan agar menambah pengetahuan, meneruskan pendidikan demi menggapai cita-cita dan meningkatkan ketertarikan terhadap sesuatu demi bangsa dan negara. Hasil yang didapatkan bukan hanya dari tokoh utama saja, melainkan dari tokoh-tokoh yang lainnya yang mempunyai nilai pendidikan karakter dan nasionalis. Nilai pendidikan karakter dan sikap nasionalis yang ditemukan dalam novel ini dapat diterapkan di dalam kehidupan sehari-hari baik di dalam sekolah maupun dalam lingkup masyarakat. Penelitian ini juga dapat dijadikan sumber acuan dalam penulisan lainnya untuk pembaca yang berminat untuk melakukan suatu penelitian.

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PROBLEMATIK PEMBELAJARAN BIPA JARAK JAUH (DARING) BERDASARKAN SUDUT PANDANG PENGAJAR BIPA

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Abstrak

Pembelajaran BIPA saat ini semakin meluas. Hal ini tampak dari semakin banyaknya pegiat-pegiat BIPA baik yang bergerak di dalam institusi atau pun mandiri menyelenggarakan program BIPA. Program BIPA ini dapat dilaksanakan secara daring atau pun luring. Walaupun moda pelaksanaan daring dan luring, tetapi pembelajaran BIPA tetap harus pada esensinya, yakni mengajarkan bahasa dan budaya Indonesia. Dalam mengajarkan dua hal tersebut, tentu pengajar memiliki kendala-kendala tertentu, khususnya dalam pembelajaran BIPA daring. Masalah umum yang sering terjadi adalah terkait dengan jaringan atau media yang digunakan. Namun, apakah hanya perihal hal tersebut. Untuk mengetahui hal tersebut sehingga diperlukan sebuah penelitian terkait problematik pembelajaran BIPA daring berdasarkan sudut pandang pengajar BIPA yang dianalisis dengan metode survei. Hasil penelitian tersebut menunjukkan bahwa *Pertama, terkait keterampilan berbahasa*. Pada problematik pertama ini dapat terlihat bahwa permasalahan yang paling banyak muncul adalah tentang keterampilan menyimak. *Kedua, terkait dengan materi ajar* yang paling sering dialami pengajar adalah materi ajar tentang budaya. *Ketiga, terkait dengan media ajar* yang paling sering menjadi kendala adalah platform daring yang digunakan. *Keempat, terkait evaluasi pembelajaran* yang paling sering dialami oleh pengajar adalah tentang penentuan jenis evaluasi yang tepat untuk keterampilan berbahasa, khususnya keterampilan menulis. *Kelima, terkait pemelajar* yang sering menjadi problem adalah tentang semangat pemelajar yang membuat pemelajar tidak aktif saat pembelajaran berlangsung. Berdasarkan lima hasil tersebut dapat dinyatakan dua saran, yakni (1) bagi pengajar BIPA yang harus memiliki kematangan persiapan pembelajaran dan (2) bagi para pegiat BIPA agar meningkatkan intensitas pertemuan untuk sekadar berbagi pengalaman atau berbagi ilmu terkait pembelajaran daring.

Kata Kunci: *problematik BIPA, pengajar BIPA, kelas BIPA daring*

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PENDAHULUAN

Era Covid menciptakan sebuah perubahan moda pelaksanaan pembelajaran. Pembelajaran tidak lagi harus dijalankan secara tatap muka, tetapi juga secara daring atau yang biasa dikenal dengan *online*, termasuk dalam pembelajaran BIPA. Pembelajaran BIPA jarak

jauh bukan hal yang asing lagi bagi para pegiat BIPA. Jurstru hal ini merupakan perubahan yang membawa dampak positif untuk menyebarkan Bahasa Indonesia ke kancan internasional. Pembelajaran BIPA jarak jauh dirasa sebagai solusi saat banyak para pegiat BIPA tidak bisa ke negara tujuan untuk mengajarkan BIPA.

Walaupun pembelajaran BIPA dilaksanakan dengan moda daring atau PJJ (Pembelajaran Jarak Jauh), pembelajaran BIPA harus dilaksanakan sesuai dengan esensinya itu sendiri. Pembelajaran BIPA tetap bertujuan untuk tidak hanya mengenalkan Bahasa Indonesia ke penutur asing secara struktur atau keterampilan berbahasa, tetapi juga mengenalkan budaya Indonesia. Hal ini tentu menjadi tantangan tersendiri bagi para pegiat BIPA.

Para pegiat BIPA berusaha mengadakan program-program baru yang bisa menarik perhatian penutur asing untuk mau belajar bahasa Indonesia. Tidak hanya itu saja, banyak pegiat BIPA juga bisa menjalin kerja sama dengan negara lain untuk mengadakan pembelajaran BIPA jarak jauh. Banyaknya Lembaga penyelenggara BIPA dapat mengindikasikan meningkatnya minat pemelajar asing untuk belajar bahasa Indonesia. Hal ini diperkuat pula dengan pendapat Purwono dan Aster (2021) bahwa kehadiran program BIPA di beberapa universitas di Indonesia menjadi bukti bahwa bahasa Indonesia sudah mendunia. Tidak bisa dipungkiri bahwa hal ini membawa dampak yang positif bagi perkembangan pembelajaran BIPA di Indonesia.

Namun, pembelajaran BIPA jarak jauh atau daring tentu menciptakan masalah baru baik dari segi para pemangku kebijakan, pegiat BIPA, pemelajar BIPA, dan juga pengajar BIPA. Menurut (Maharany dkk., 2021), salah satu aspek instruksional yang terdampak pada masa pandemi adalah pengajar karena dituntut untuk beradaptasi secara cepat terhadap penggunaan teknologi. Selain itu, permasalahan juga dapat muncul dari hal yang lain termasuk komponen pembelajaran lain.

Penelitian tentang pembelajaran BIPA daring pernah dilakukan sebelumnya oleh Maharany, dkk. (2021). Penelitian tersebut mendeskripsikan kondisi pembelajaran BIPA di masa pandemi yang meliputi kurikulum, strategi pengelolaan kelas, media dan asesmen. Selain itu, peneliti itu juga membahas tentang tantangan dalam pembelajaran BIPA, yakni tantangan sistem pembelajaran, tantangan bagi pengajar, kondisi internet, serta literasi digital. Selain penelitian tersebut, penelitian terkait problematik juga dilakukan oleh Diani dan Dewi (2020) yang mendeskripsikan bahwa tantangan yang dihadapi beragam, mulai dari mempersiapkan materi ajar, mengikuti pelatihan penggunaan aplikasi telekonferensi, hingga melaksanakan pembelajaran daring. Berdasarkan kedua penelitian tersebut tampak bahwa ada tantangan-tantangan yang dihadapi dalam pembelajaran BIPA daring, tetapi belum ada yang mengukur

terkait permasalahan dominan yang muncul sehingga diperlukan penelitian yang membahas tidak hanya problematik apa yang muncul tetapi juga problematik yang dominan muncul sehingga hal ini dapat dijadikan sebagai acuan dalam melakukan saran-saran dalam penelitian yang sudah ada.

Permasalahan ini adalah hal yang wajar karena dalam sebuah pembelajaran tentu ada yang disebut sebagai evaluasi pembelajaran. Evaluasi pembelajaran ini tidak hanya berbicara soal nilai akhir atau capaian akhir dari sebuah pembelajaran, tetapi juga berbicara soal permasalahan yang muncul saat pembelajaran jarak jauh dilaksanakan. Permasalahan atau problematik dalam pembelajaran BIPA daring dapat dilihat dari berbagai sudut pandang, dari sudut pandang pemangku kebijakan, pegiat BIPA, pengajar BIPA, atau pun pemelajar BIPA. Selain itu, problematik pembelajaran BIPA daring juga bisa dilihat dari segi komponen pembelajaran, mulai dari kurikulum yang digunakan, metode pembelajaran, strategi mengajar, bahan ajar, atau pun media pembelajaran. Semua ini tentu tidak dapat dihindari. Hal ini menunjukkan bahwa diperlukan sebuah penelitian yang dapat mengkaji hal-hal tersebut untuk menemukan jawaban dari pertanyaan bagaimana problematik yang muncul jika dilihat dari komponen pembelajaran berdasarkan sudut pandang pengajar. Dengan demikian, penelitian ini dapat mendeskripsikan problematik yang ditemukan oleh pengajar selama proses pembelajaran BIPA daring dilihat dari penggunaan media, materi ajar, metode pembelajaran, evaluasi pembelajaran, dan keterampilan berbahasa. Selain itu, setiap temuan terkait problematik ini dapat dijadikan sebagai tolak ukur kelancaran pelaksanaan pembelajaran BIPA secara daring. Oleh sebab itu, penelitian terkait problematik pembelajaran jarak jauh atau daring sangat penting untuk dilakukan. Hasil penelitian ini dapat dijadikan sebagai acuan evaluasi bersama terkait proses pembelajaran BIPA daring sehingga dapat meminimalisir problem yang bisa saja muncul dalam sebuah pembelajaran.

METODE PENELITIAN

Penelitian ini merupakan penelitian survei yang menggunakan metode riset dengan menggunakan kuesioner sebagai instrumen pengumpulan data. Hal ini bertujuan untuk mendapatkan informasi yang valid terkait dengan responden yang dianggap dapat mewakili populasi. Metode ini digunakan untuk mengetahui dan mendapatkan informasi terkait dengan problematik yang dialami oleh pengajar dalam pelaksanaan pembelajaran BIPA jarak jauh. Penelitian ini termasuk ke dalam jenis penelitian studi kasus karena penelitian ini bertujuan untuk mendeskripsikan sebuah masalah atau kasus yang ditemukan dalam pembelajaran.

Hal ini sesuai dengan teori yang dikemukakan oleh Creswell (2012) bahwa penelitian studi kasus merupakan penelitian yang digunakan untuk menyelidiki sebuah kasus, peristiwa, aktivitas, program, atau proses dari sekelompok individu secara cermat. Dalam hal ini kasus yang ditemukan adalah terkait masalah dalam pembelajaran BIPA secara daring.

Penelitian ini merupakan penelitian yang dilaksanakan dengan mengacu kepada kode etik penelitian survei, baik terkait kode penelitian bagi peneliti atau pun responden. Sebelum melakukan penelitian, peneliti menentukan bidang penelitian yang sesuai dengan keahlian peneliti asendiri, merahasiakan semua informasi dari responden termasuk nama-nama responden, dan tidak memaksakan informasi yang diperoleh oleh peneliti. Sementara itu, berkaitan dengan lembar survei yang diisi oleh responden dapat mengetahui bahwa survei yang diisi merupakan informasi yang dimanfaatkan sebagai hasil penelitian dan dipublikasikan sehingga saat mengisi kuesioner tersebut, responden menyetujui segala bentuk hasil dari penelitian.

Data dalam penelitian ini adalah hasil angket yang sudah diisi oleh 40 pengajar. Sementara itu, sumber data penelitian ini merupakan pengajar BIPA yang mewakili pulau-pulau di Indonesia. Hal ini dipilih karena peneliti berusaha menjangkau dan menemukan permasalahan yang bisa saja muncul disebabkan karena lokasi pengajar. Oleh sebab itu, karena jumlah pengajar di Indonesia yang tidak terukur dan tidak terdata sehingga peneliti melakukan pereduksian subjek penelitian melalui penentuan jumlah minimal dari setiap pulau, yakni minimal 2. Teknik sampling dalam penelitian ini dilakukan dengan *cluster sampling*. Area sampling ini dipilih karena objek yang diteliti sangat luas sehingga peneliti hanya membatasi berdasarkan perwakilan pulau. Pengumpulan data dalam penelitian ini adalah dengan teknik survei melalui kuesioner yang disebarkan di empat grup pengajar BIPA walaupun tidak semua pengajar BIPA mau mengisi kuesioner tersebut. Oleh sebab itu, teknik pengumpulan data kembali dilakukan secara personal sehingga data dapat diperoleh. Setelah data diperoleh, peneliti mengkaji data dan kemudian mereduksi data berdasarkan perwakilan area.

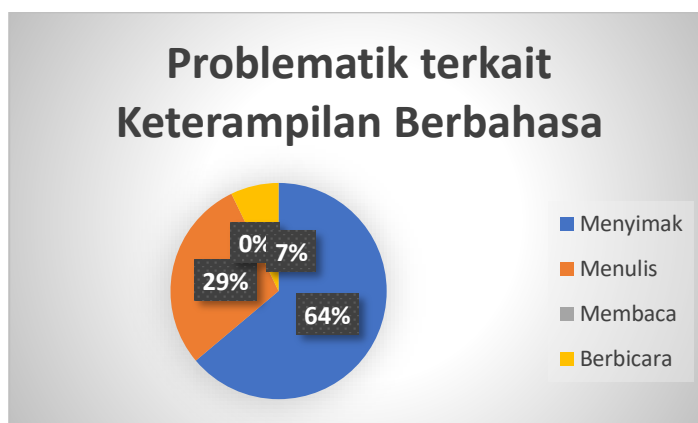
Teknik analisis data dalam penelitian ini menggunakan statistik deskriptif yang bertujuan untuk mendeskripsikan data untuk dapat ditarik sebuah simpulan yang dapat diberlakukan secara umum. Pada teknik analisis data ini, peneliti menyajikan data melalui diagram lingkaran dan melakukan perhitungan persentase.

HASIL DAN PEMBAHASAN

Pembelajaran BIPA jarak jauh atau daring tentu memiliki kendala atau problematik yang dirasa berbeda dengan pembelajaran luring. Pembelajaran BIPA jarak jauh dapat dilakukan dengan berbagai platform, tetapi yang paling dominan digunakan oleh pengajar adalah zoom. Oleh sebab itu, berikut dipaparkan terkait problematik pembelajaran BIPA daring yang mencakup problematik tentang keterampilan berbahasa, materi, media, metode, evaluasi, pemelajar, dan pengajar.

1) *Problematic terkait Keterampilan Berbahasa*

Keterampilan berbahasa merupakan inti dari pembelajaran bahasa. Keterampilan inilah yang membedakan dengan pembelajaran bidang lain. Keterampilan berbahasa Indonesia dapat dipilah menjadi dua jenis, yakni keterampilan reseptif dan keterampilan produktif. Keterampilan reseptif merupakan keterampilan yang menangkap atau menerima informasi, sedangkan keterampilan produktif merupakan keterampilan yang memberikan informasi. Keterampilan reseptif sendiri dapat dipilah lagi menjadi keterampilan membaca dan menyimak, sedangkan keterampilan produktif meliputi keterampilan berbicara dan menulis. Keempat keterampilan tersebut diintegrasikan dengan budaya atau pun materi tentang tata bahasa. Berdasarkan hasil penelitian yang sudah dilakukan dapat disimpulkan dalam diagram berikut.



Gambar a. Persentase Problematic terkait Keterampilan Berbahasa

Berdasarkan diagram di atas dapat diketahui bahwa keterampilan yang paling sulit untuk diajarkan dalam pembelajaran BIPA daring adalah keterampilan menyimak. Keterampilan menyimak merupakan keterampilan yang menuntut pemelajar BIPA untuk

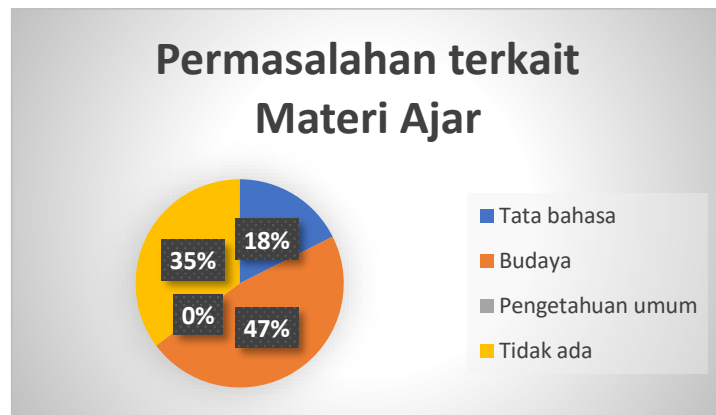
memahami setiap informasi berdasarkan simakan yang didengar. Berawal dari keterampilan menyimak, pemelajar dapat memahami ujaran bahasa dan kemudian berbicara, membaca, dan menulis. Hal ini membuat keterampilan menyimak menjadi keterampilan berbahasa yang paling pertama harus dikuasai (Diani dan Dewi, 2020). Seseorang yang dapat menyimak dengan baik, tentu juga memiliki banyak kosa kata (Nirmalasari, dkk. 2022). Dilihat dari sudut pengajar, rupanya keterampilan inilah yang sulit dilakukan. Berdasarkan angket yang diberikan dapat diperoleh hasil bahwa dalam 64% keterampilan menyimak sulit dan rumit, 29% untuk menulis. Sementara itu, keterampilan berbicara memiliki presentase sebanyak 7%, dan keterampilan membaca 0%. Hal ini dapat terjadi karena saat keterampilan menyimak diajarkan, pengajar harus benar-benar dapat memilih audio, media yang tepat untuk membagikan simakan, jaringan yang stabil, serta penggunaan laptop yang tidak memiliki kendala saat berbagi simakan atau yang biasa dikenal sebagai *share sound* saat pembelajaran menggunakan *Zoom*. Ditinjau dair teknis pelaksanaan pembelajaran keterampilan menyimak tampak bahwa kualitas jarinagn atau koneksi internet memiliki peranan yang krusial. Jika koneksi tidak stabil, materi atau video yang ditampilkan terputus-putus sehingga pemelajar menjadi terhambat untuk memahami informasi yang disimak (Diani & Dewi, 2020).

Problematik terkait keterampilan berbahasa yang muncul setelah menyimak adalah keterampilan berbicara. Pembelajaran berbicara sering kali menjadi fokus pembelajaran bahasa asing, termasuk BIPA (Diani dan Dewi, 2020). Probleam yang muncul terkait berbicara ini mencakup pemilihan topik berbicara karena saat BIPA daring pengajar harus menyiapkan topik yang bisa membuat pemelajar untuk aktif. Tidak adanya tatap muka sering kali membuat pemelajar tidak fokus, sehingga salah satu hal yang bisa mendukung keaktifan dalam berbicara ini adalah dengan pemilihan topik yang menarik.

2) *Problematik terkait Materi Ajar*

Materi ajar merupakan salah satu komponen pembelajaran yang sangat penting dalam sebuah pembelajaran. Biasanya pengajar mempersiapkan materi ajar sebelum kelas. Materi ajar yang digunakan dalam BIPA daring tidak perlu secara fisik karena hanya ditampilkan atau ditayangkan secara virtual sehingga tidak perlu materi yang otentik (Diani dan Dewi, 2020). Namun, walaupun tidak harus cetak atau dalam bentuk nyata, tetapi materi ajar dapat memunculkan problemataik. Hal ini dapat diiliihat dari segi jenis materi ajar yang seperti apakah yang dirasa menjadi problem. Jenis materi ajar itu dapat dikategorikan menjadi tiga,

yakni materi ajar terkait tata bahasa, pengetahuan umum, dan budaya. Berdasarkan hasil penelitian yang sudah dilakukan diperoleh hasil pada diagram berikut.



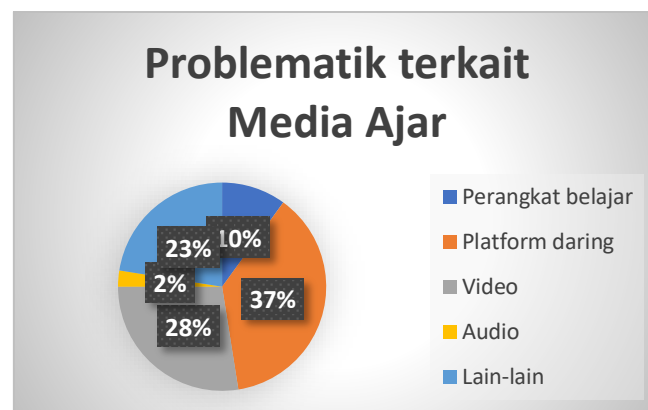
Gambar b. Persentase Problematik terkait Materi Ajar

Berdasarkan diagram di atas dapat diketahui bahwa permasalahan terkait materi ajar yang paling sering terjadi saat kelas daring adalah materi tentang budaya. Hal ini tampak dari hasil yang diperoleh yakni 47% responden memilih jawaban budaya. Sementara itu, permasalahan lain terkait materi yang muncul adalah tentang tata bahasa (18%). Walaupun 35% pengajar menjawab bahwa tidak ada masalah terkait materi, tetapi opini permasalahan materi tentang budaya dan tata bahasa pun memang tidak bisa dihindarkan. Permasalahan materi budaya memang dapat lebih dominan karena banyak budaya yang harus secara langsung dipraktikkan saat kelas. Misalnya saja budaya menari, budaya itu akan lebih menarik dan lebih mudah dipahami oleh pemelajar apabila mereka langsung mempraktikkan. Walaupun saat daring sebenarnya pemelajar juga dapat praktik menari, tetapi tentu sangat terbatas dan biasanya tidak dapat belajar secara utuh. Hal ini pun berlaku bagi topik budaya yang lain, misalnya belajar membuat tentu lebih menyenangkan dan mudah dipahami saat pemelajar dapat praktik secara langsung, bukan hanya melakukan secara virtual. Padahal materi terkait budaya merupakan materi yang juga penting. Menurut Suyitno (2015), norma pedagogis dalam pembelajaran BIPA perlu memasukkan aspek-aspek budaya ke dalam program pembelajaran BIPA.

3) *Problematik terkait Media Ajar*

Media ajar merupakan alat bantu yang digunakan oleh pengajar agar pemelajar lebih mudah menangkap sebuah materi. Saat media tidak digunakan maka berdampak buruk

terhadap motivasi belajar siswa di kelas (Lestari, dkk., 2019). Media ajar pembelajaran yang baik adalah media yang dapat membantu para peserta lebih percaya diri terhadap keterampilan berbahasa yang dimiliki (Ramliyana, 2016). Media ajar dapat dibedakan menjadi dua jenis, yakni media cetak atau fisik dan media elektronik. Saat pembelajaran BIPA daring dilaksanakan tentu media elektronik yang lebih banyak digunakan. Walaupun tidak menutup kemungkinan bahwa media cetak atau non elektronik tetap dapat digunakan sebagai alat peraga atau pun contoh. Berdasarkan hasil penelitian yang sudah dilakukan diperoleh hasil pada diagram berikut.



Gambar c. Persentase Problematik terkait Media Ajar

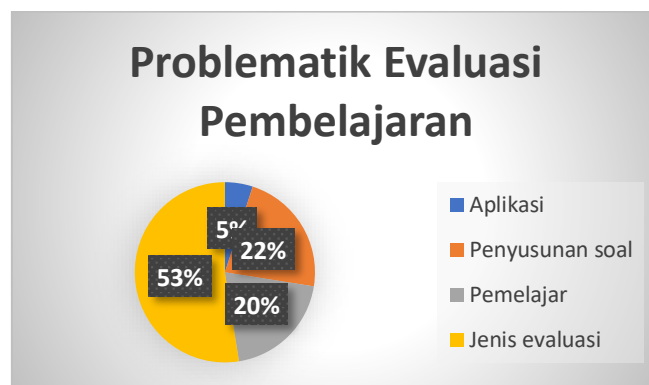
Berdasarkan diagram di atas dapat diketahui bahwa permasalahan terkait media ajar yang muncul adalah tentang platform daring yang digunakan. Berdasarkan data tersebut dapat diketahui bahwa 37% pemelajar meyakini bahwa masalah yang muncul saat kelas daring adalah tentang platform daring. Menurut Ramliyana (2016), kesempurnaan media pembelajaran dapat tercipta apabila pengajar mampu membuat dalam bentuk manual dan bentuk elektronik, mulai dari yang sederhana hingga bahan yang rumit. Hal ini menunjukkan bahwa pemilihan media ajar perlu mempertimbangkan banyak aspek, khususnya saat pemilihan platform yang pasti digunakan untuk melaksanakan proses belajar mengajar. Saat dilakukan tanya jawab lebih lanjut dapat diketahui bahwa pengajar mengalami kesulitan karena beberapa platform daring yang digunakan harus berbayar. Selain itu, banyak dari pemelajar yang masih belum mengenal tentang platform yang digunakan sehingga tidak bisa mengakses saat ada penugasan. Tidak hanya itu saja, terkadang saat pemelajar dari Indonesia menggunakan zoom, tetapi ternyata ada negara yang tidak menggunakan zoom atau hanya mengenal google classroom dan facebook saja sehingga tentu aplikasi inilah yang digunakan.

Platform lain yang biasa digunakan juga adalah *Hangout*, *Skype*, dan *WhatsApp* (Diani dan Dewi, 2020).

Selanjutnya, permasalahan terkait media adalah penggunaan video yang mengalami kendala saat diputar terkadang tidak bisa diputar atau mendadak berhenti. Tidak hanya itu saja, permasalahan tentang minimnya video percakapan bagi pemelajar yang sesuai dengan karakteristik pemelajar atau latar belakang pemelajar sehingga pengajar. Masalah yang muncul berikutnya adalah tentang penggunaan audio, penggunaan audio yang dimaksud adalah tentang audio yang tiba-tiba harus berhenti saat digunakan. Selain itu, yang dimaksud dengan hal lain terkait media ajar adalah seperti pengajar yang harus sigap untuk memberi instruksi saat sebuah media biasanya dapat ditempel secara langsung atau digunakan secara langsung tetapi saat ini harus secara virtual, pemilihan media yang tepat dan tidak terlalu besar sehingga dapat terlihat di layar laptop, penggunaan media cetak konvensional yang harus tampak jelas, dan minimnya aplikasi untuk permainan atau untuk pemajanan materi yang tidak berbayar.

4) *Problematik terkait Evaluasi Pembelajaran*

Evaluasi pembelajaran tidak hanya berbicara tentang penilaian setelah proses pembelajaran, tetapi juga saat sebelum pembelajaran atau saat pembelajaran. Evaluasi pembelajaran dapat berupa pertanyaan sederhana hingga ke pertanyaan yang kompleks dan dapat dilaksanakan dalam bentuk lisan atau pun tulis. Berikut adalah problematik yang muncul terkait evaluasi pembelajaran.



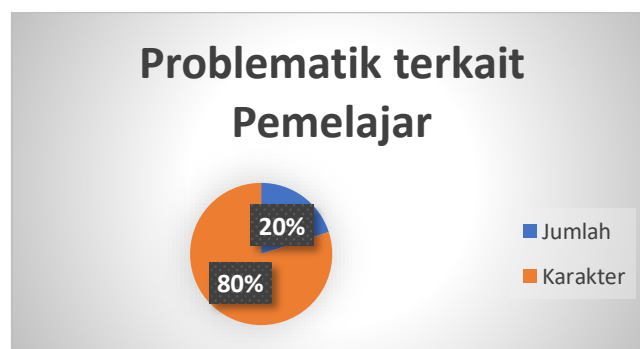
Gambar d. Persentase Problematik terkait Evaluasi Pembelajaran

Berdasarkan diagram di atas dapat diketahui bahwa permasalahan terkait evaluasi pembelajaran yang paling banyak dialami oleh pemelajar adalah tentang menentukan jenis evaluasinya. Hal ini tampak berdasarkan hasil yaitu 53% jenis evaluasi, 22% penyusunan

soal, 20% pemelajar, dan 5% aplikasi. Saat digali lebih jauh, peneliti mendapatkan informasi bahwa jenis evaluasi yang dimaksud adalah tentang bagaimana pemelajar menguji saat tes menulis karena pengajar tidak dapat memastikan apakah yang ditulis benar-benar murni tanpa menggunakan kamus atau tidak. Selain itu, penyusunan soal yang menjadi kendala adalah karena sulitnya menyusun soal yang bervariasi tetapi mencakup materi yang sudah diajarkan. Terakhir terkait aplikasi, dalam hal ini terjadi saat pemelajar tidak bisa menggunakan aplikasi evaluasi yang ada sehingga pengajar membuat soal dalam bentuk manual, yakni menggunakan word atau pdf.

5) *Problematik terkait Pemelajar*

Pemelajar merupakan pelaku dalam pembelajaran, artinya pemelajar menjadi pelaku utama dalam sebuah pembelajaran BIPA. Pemelajar BIPA dapat dikategorikan berdasarkan levelnya, mulai lepel pemula, semenjana, hingga level tinggi. Berdasarkan penelitian yang sudah dilaksanakna dapat diperoleh hasil berikut.



Gambar e. Persentase Problematik terkait Pemelajar

Berdasarkan diagram di atas dapat diketahui bahwa problematik dapat muncul dari pihak pemelajar pula. Permasalahan yang dominan muncul adalah berkaitan dengan karakter pemelajar. Hal ini tampak dari 80% pengajar yang berpendapat bahwa masalah karakter pemelajar dapat mempengaruhi jalannya proses pembelajaran, sedangkan 20%nya adalah terkait jumlah pemelajar atau intensitas kehadiran pemelajar. Karakter dari pemelajar yang dapat ditemukan oleh pengajar adalah rasa semangat yang kurang sehingga beberapa pemelajar menonaktifkan kamera, tidak aktif di kelas, kurang interaktif saat ada kegiatan yang meminta pemelajar untuk bekerja sama atau berdiskusi. Padahal semangat belajar tentu dapat memunculkan motivasi belajar, saat tidak ada semangat tentu tidak ada motivasi pula.

Dalam penelitiannya, Saddhono (2017) juga menjelaskan bahwa dalam kelas luring pun ada banyak peserta yang tidak aktif di kelas karena kemampuan bahasa yang kurang sehingga diperlukannya adanya pengemasan kelas yang menarik (Ramliyana, 2016).

SIMPULAN DAN SARAN

Berdasarkan hasil penelitian yang sudah dilakukan dapat disimpulkan lima hal terkait problematik pembelajaran BIPA daring yang dapat dipilah berdasarkan unsur-unsur dalam pembelajaran berikut. *Pertama, terkait keterampilan berbahasa.* Pada problematik pertama ini dapat terlihat bahwa permasalahan yang paling banyak muncul adalah tentang keterampilan menyimak. *Kedua, terkait dengan materi ajar* yang paling sering dialami pengajar adalah materi ajar tentang budaya. *Ketiga, terkait dengan media ajar* yang paling sering menjadi kendala adalah platform daring yang digunakan. *Keempat, terkait evaluasi pembelajaran* yang paling sering dialami oleh pengajar adalah tentang penentuan jenis evaluasi yang tepat untuk keterampilan berbahasa, khususnya keterampilan menulis. *Kelima, terkait pemelajar* yang sering menjadi problem adalah tentang semangat pemelajar yang membuat pemelajar tidak aktif saat pembelajaran berlangsung.

Berdasarkan problematik pembelajaran BIPA daring yang ditemukan dapat disusun dua saran. Berikut adalah saran-saran tersebut. Pengajar harus memiliki kematangan persiapan pembelajaran, baik secara teknis atau pun non teknis, seperti alternatif jaringan yang memadai, menyiapkan materi ajar yang kekinian yang sudah dipertimbangkan dengan latar belakang pemelajar, dan pemilihan media yang tepat serta berinovatif untuk meningkatkan ketertarikan pemelajar atau pun menciptakan pembelajaran yang tidak membosankan. Para pegiat BIPA dapat meningkatkan intensitas pertemuan untuk sekadar berbagi pengalaman atau berbagi ilmu terkait pembelajaran daring.

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中国的十二生肖与印度尼西亚巴塔克族的 POMERSA NA SAMPULUDUA 基本信息比较分析

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摘要: 巴塔克是印度尼西亚的少数民族之一。巴塔克族的传统文化之一是 Pomersa Na Sampuludua。不管是印度尼西亚巴塔克族的 Pomersa Na Sampuludua, 还是中国的十二生肖, 都是关于十二星座的事情。这项研究的目的是文化比较研究, 既说明中国十二生肖与印度尼西亚巴塔克族 Pomersa Na Sampuludua 的基本信息对比分析。使用 Kozok (2009) 的 Pomersa Na Sampuludua 研究结果和曲彦斌 (2012) 的十二生肖研究结果进行文献研究, 结果表明, 印度尼西亚巴塔克 Pomersa Na Sampuludua 也可以说是印度尼西亚巴塔克族的十二星座。和中国的十二生肖相比, 印度尼西亚巴塔克 Pomersa Na Sampuludua 的数量和作用是相同的, 但是计算方式及符号是不相同的。

关键词: : 十二生肖; 印度尼西亚巴塔克族; Pomersa Na Sampuludua ;对比

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研究背景

人与文化有很特别的关系。文化是人们生活的结果。简单地说, 是因为有人, 所以有文化。如果没有人的话, 在世界上肯定也没有文化。我们不能把人与文化分开。一位来自印度尼西亚的人学家, Koentjaraningrat (2009:180) 说:

Kebudayaan adalah keseluruhan sistem gagasan, tindakan dan hasil karya manusia dalam rangka kehidupan masyarakat yang dijadikan milik dari manusia dengan belajar.

翻译:

文化是包括知识、信仰、艺术、道德、法律、习俗以及人类作为社会成员所获得的任何其他能力和习惯的综合体。

文化也有形式。按照 Soekanto (1990:186-187) 的研究, 文化分别三个形式, 那就是:

1. Wujud kebudayaan sebagai suatu kompleks dari ide-ide, gagasan, nilai-nilai, norma-norma, peraturan dan sebagainya.
2. Wujud kebudayaan sebagai kompleks aktivitas serta tindakan berpola dari manusia dalam masyarakat.
3. Wujud kebudayaan sebagai benda-benda hasil karya manusia.

翻译:

1. 文化的形式是思想、观念、价值观、规范、法规等的综合体。
2. 文化的形式是人类在社会中的模式化活动和行为的综合体。
3. 作为人类创造的对象的文化形式。

据文化的形式，中国的十二生肖与印度尼西亚巴塔克族的 *Pomersa Na Sampuludua* 看得出，它们是第一个文化形式。它们是从人们的思想出来的。

十二生肖是中国传统文化之一。自古时代至现时代的人们都需要时间的记号。无论是为了笔记的出生时间，还是想算命未来的一件事情，都是可以按照十二生肖来看。其实，生肖文化不止是一种单纯的传统纪时、纪月、纪年的历法，更主要在于由此衍生、发展出许多同人生密切相关的民俗文化事象[1]。换句话说，十二生肖不仅是一种习俗，更是一种民俗文化[2]。那两项研究显示十二生肖对中国人的生活很有影响。甚至，目前除了中国人之外，外国人都也受了十二生肖的影响。无人不知中国的十二生肖。

印度尼西亚是在东南亚的国家之一。印度尼西亚跟中国是差不多的，分别各种各样的少数民族。巴塔克族是在印度尼西亚的少数民族之一。巴塔克人的地方是在印度尼西亚的苏马特拉岛北边。他们的特点是喜欢吃比较辣的东西、父系及大部分人的宗教是基督教。巴塔克人分别六个少数民族，那就是 *Angkola*、*Mandailing*、*Toba*、*Karo*、*Pakpak* 和 *Simalungun*。那个分别只是因为他们住的地方。*Angkola*、*Mandailing* 和 *Toba* 是巴塔克的南方人。*Karo* 和 *Pakpak* 是巴塔克的北方人。最后的巴塔克少数民族是比较特别的因为他们是在中间的，他们叫 *Simalungun*。所以虽然他们都有自己的方言，但是他们大部分词语和语法是差不多的。除了有差不多的语言之外，他们的思想和风俗习惯都是差不多的。*Pomersa Na Sampuludua* 是他们的思想结果的之一。*Kozok* (2009:49) 的研究表明说:

pormesa na sampuludua berarti kedua belas rasi yang dalam bahasa Indonesia dinamakan *mintakulburuj* atau *zodiak*.

翻译:

[1] 曲彦斌. (2012). 生肖文化考(上). *文化学刊*, (4), 87.

[2] 宫春子, 隋玉琴. (2015). 数说十二生肖的那些事. *中国统计*, (5), 45.

Pormesa na Sampuludua 的意思是十二星座，在印度尼西亚语中被称为黄道带或黄道十二宫。

按照那个意义，我们也可以把 Pormesa Na Sampuludua 当作印度尼西亚的十二星座。Safira (2022:3) 说明关于十二星座的意思，那就是：

Zodiak adalah istilah astrologi atau ilmu perbintangan yang berkaitan dengan siklus 12 wilayah sepanjang lingkaran eliptik yang berlangsung selama setahun.

翻译：

十二星座是一个占星术，与沿椭圆圈的 12 个区域的一年周期有关。

根据上面句子的说明，我们可以知道 Pormesa Na Sampuludua 是印度尼西亚巴塔克族的十二星座。不过，Pormesa Na Sampuludua 有什么特点呢？通过比较研究，我们慢慢也会了解 Pormesa Na Sampuludua 的基本信息。还有在世界上除了十二星座之外，我们也知道十二生肖。十二生肖是在中国的十二星座。那么，印度尼西亚巴塔克族的 Pormesa Na Sampuludua 与中国的十二生肖有什么不同？那些问题是又复杂又少人会注意。这项研究用文献研究的方法来解决那些问题。

研究方法

这项研究的方法是文献研究。学位论文中的文献综述，它既不是用来出示作者读书成绩的证明，也不是展现其博学强记的工具，而是扎扎实实从事学术论著写作的开端[3]。Adlini 和朋友们 (2022:974) 讲解关于文献研究的意义，这个是：

Studi pustaka (library research) yaitu metode dengan pengumpulan data dengan cara memahami dan mempelajari teori-teori dari berbagai literatur yang berhubungan dengan penelitian tersebut.

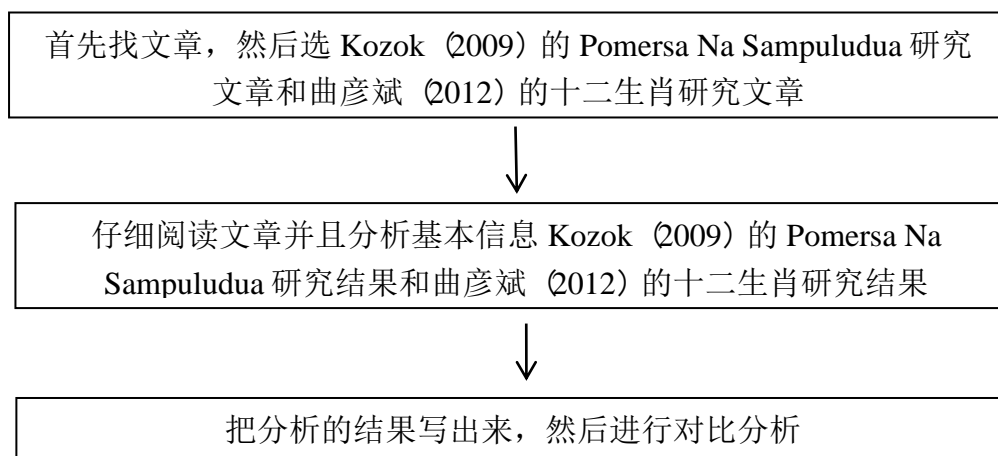
翻译：

文献研究（图书馆研究）是一种通过理解和研究与研究相关的各种文献中的理论来收集数据的方法。

所以，为实现上述研究目标，这项文献研究做三个阶段：

^[3] 朱玲. (2006). 文献研究的途径. (中国社会科学院博士学位论文).

表 1 研究方法的阶段



需要说明的是，这项论文的研究方向是文化比较研究。文化研究作为研究文化现象的重要方法，一般含有文化比较的意味，通常在两个及以上的文化之间某个变量的水平或者是变量之间关系进行比较，并将文化作为一个自变量来分析文化效应[4]。这项研究只是为了给大家两个文化对比研究的讲解。因此，有不同的地方是免不了的。文化比较研究的重点不是以后能决定哪个好哪个不好，而是为了增加知识和洞察力。文化比较研究使我们了解这个世界是多姿多彩的。

调查结果

印度尼西亚巴塔克族 Pomersa Na Sampuludua 的基本信息

Kozok (2009) 指出印度尼西亚巴塔克族的 Pormesa Na Sampuludua 跟其他十二星座不太一样，特别是在符号的选择上。印度尼西亚巴塔克人一般用自己比较熟悉的东西作为个符号。除了那道问题之外，印度尼西亚巴塔克 Pormesa Na Sampuludua 的分时和作用也比较特别。它们自己将一年分为十二个部份。印度尼西亚巴塔克 Pomersa Na Sampuludua 的作用是在建造新房、清理农田、举行婚礼、寻找丢失的物品以及许多其他事情来用。下面的表格是为给大家清清楚楚印度尼西亚巴塔克 Pormesa Na Sampuludua 的具体信息。

^[4] 梁觉, 周帆. (2010). 跨文化研究方法的回顾及展望. *心理学报*, 42(1): 41.

表 2 印度尼西亚巴塔克族 Pormesa Na Sampuludua 的基本信息

序号	时间	Simbol Pormesa Na Sampuludua	中文翻译 (Pormesa Na Sampuludua 的符号)
一	4 月 13 日 - 5 月 14 日	Mesa	羊
二	5 月 15 日 - 6 月 16 日	Marsoba	蝴蝶
三	6 月 17 日 - 7 月 18 日	Nituna	毛毛虫
四	7 月 19 日 - 8 月 20 日	Mahara	螃蟹
五	8 月 21 日 - 9 月 22 日	Babiat	狮子
六	9 月 23 日 - 10 月 24 日	Hania	鸟
七	10 月 25 日 - 11 月 26 日	Tola	树
八	11 月 27 日 - 12 月 28 日	Martiha	石头
九	12 月 29 日 - 1 月 30 日	Dano	水
十	1 月 31 日 - 2 月 8 日	Harahata	青蛙
十一	2 月 9 日 - 3 月 10 日	Marhumba	锅
十二	3 月 11 日 - 4 月 12 日	Mena	鱼

中国十二生肖的基本信息

曲彦斌（2012）指出中国的十二生肖是一个中国传统文化符号，一轮生肖周期为 12 年，每年生子产女都是幸福吉祥好运年。中国的十二生肖作为一种文化现象，其赖以产生的最本源要素，一如出自原始农耕渔猎文化的动物图腾崇拜，当是人们在顺应自身生存的天地自然环境的理解与认知，包括蒙昧时期的揣度、歪曲性理解与迷信。为了让大家一清二楚十二生肖的年份，下面有十二生肖的年份表。

表 3 十二生肖的年份表

序号	时间（年）	十二生肖的符号
一	。 。 。 ， 1900, 1912, 1924, 1936, 1948, 1960, 1972, 1984, 1996, 2008, 2020, 2032, 2044, 2056, 2068, 2080, 2092, 。 。 。	鼠
二	。 。 。 ， 1901, 1913, 1925, 1937, 1949, 1961, 1973, 1985, 1997, 2009, 2021, 2033, 2045, 2057, 2069, 2081, 2093, 。 。 。	牛
三	。 。 。 ， 1902, 1914, 1926, 1938, 1950, 1962, 1974, 1986, 1998, 2010, 2022, 2034, 2046, 2058, 2070, 2082, 2094, 。 。 。	虎
四	。 。 。 ， 1903, 1915, 1927, 1939, 1951, 1963, 1975, 1987, 1999, 2011, 2023, 2035, 2047, 2059, 2071, 2083, 2095, 。 。 。	兔
五	。 。 。 ， 1904, 1916, 1928, 1940, 1952, 1964, 1976, 1988, 2000, 2012, 2024, 2036, 2048, 2060, 2072, 2084, 2096, 。 。 。	龙
六	。 。 。 ， 1905, 1917, 1929, 1941, 1953, 1965, 1977, 1989, 2001, 2013, 2025, 2037, 2049, 2061, 2073, 2085, 2097, 。 。 。	蛇
七	。 。 。 ， 1906, 1918, 1930, 1942, 1954, 1966, 1978, 1990, 2002, 2014, 2026, 2038, 2050, 2062, 2074, 2086, 2098, 。 。 。	马
八	。 。 。 ， 1907, 1919, 1931, 1943, 1955, 1967, 1979, 1991, 2003, 2015, 2027, 2039, 2051, 2063, 2075, 2087, 2099, 。 。 。	羊
九	。 。 。 ， 1908, 1920, 1932, 1944, 1956, 1968, 1980, 1992, 2004, 2016, 2028, 2040, 2052, 2064, 2076, 2088, 2100, 。 。 。	猴
十	。 。 。 ， 1909, 1921, 1933, 1945, 1957, 1969, 1981, 1993, 2005, 2017, 2029, 2041, 2053, 2065, 2077, 2089, 2101, 。 。 。	鸡
十一	。 。 。 ， 1910, 1922, 1934, 1946, 1958, 1970, 1982, 1994, 2006, 2018, 2030, 2042, 2054, 2066, 2078, 2090, 2102, 。 。 。	狗
十二	。 。 。 ， 1911, 1923, 1935, 1947, 1959, 1971, 1983, 1995, 2007, 2019, 2031, 2043, 2055, 2067, 2079, 2091, 2103, 。 。 。	猪

结论

按照上面的调查，看得出印度尼西亚巴塔克族的 POMERSA NA SAMPULUDUA 与中国的十二生肖的基本信息有一些相同的地方，有一些不同的地方。根据数量、计算方式，作用和符号来做对比。

无论印度尼西亚巴塔克族的 POMERSA NA SAMPULUDUA，还是中国的十二生肖，它们的数量都是有十二个。因此，它们也是算十二星座的那种。除了有一样的数量之外，印度尼西亚巴塔克族的 POMERSA NA SAMPULUDUA 和中国的十二生肖也有一样的作用。人们一般用它们是为算命各种各样的未来事情，可以关于房子、生意或其他生活的事儿。

虽然它们的数量和作用都是同样的，但是它们的计算方式不相同。印度尼西亚巴塔克族的 POMERSA NA SAMPULUDUA 是在一年当中一轮。中国的十二生肖是在十二年当中一轮。这件事情肯定是因为它们自己的由来故事有关。

关于符号的事情是比较特别的。拿中国的十二生肖来看，我们可以发现所有的符号是跟动物或者神话传说有关的。可是，如果在印度尼西亚巴塔克族 POMERSA NA SAMPULUDUA 的话，我们可以发现不是所有的符号是动物。具体来说，印度尼西亚巴塔克 POMERSA NA SAMPULUDUA 分别两个部分，第一个是生物，第二个是无生命的物体。生物的意思是动物、植物、人，然而无生命的物体的意思是水，石头及锅。综上所述，印度尼西亚巴塔克族的 POMERSA NA SAMPULUDUA 与中国的十二生肖都是文化的结果的。换句话说，印度尼西亚巴塔克族的 POMERSA NA SAMPULUDUA 是在印度尼西亚巴塔克的十二星座，而中国的十二生肖是在中国的十二星座。它们不同的地方就是在计算方式和符号，而且相同的地方就是关于它们的作用和数量。不同地方指出它们都有自己的特点。印度尼西亚巴塔克族的 POMERSA NA SAMPULUDUA 的特点是符号的类型比较多和计算方式是一年一轮。关于数量和作用的问题，那都跟中国的十二生肖是差不多一样的。

这项论文的内容没有讲解关于它们两个的由来故事。如果想更了解不同方面的原因，应该是按照它们由来的故事来看。为了开展这项研究，建议大家可以在研究关于印度尼西亚巴塔克族 POMERSA NA SAMPULUDUA 与中国十二生肖的由来对比。这个话题是让我们更了解它们两个文化载体的多样性。

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SPEECH FUNCTIONS ANALYSIS USED BY THE MAIN CHARACTER IN “OVER THE MOON” MOVIE (2020)

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ABSTRACT

Speech functions is a study of a variety of utterances used and their function in speech. Utterances are produced during conversations in daily life, including the function of speech. This study aims to analyze whether the speech function occurs in the movie entitled “Over the Moon”, which talks about the adventure of a girl named Fei Fei. The data was taken from the movie and its script. The data were analyzed by using the qualitative descriptive method, through observation and note-taking as methods and techniques to collect the data. The theory used in this study is proposed by Holmes (2013). There are six categories of speech functions namely: expressive, directive, referential, metalinguistic, poetic, and phatic functions. The result shows that out of the six categories, there are five categories of speech functions found in the movie: expressive, directive, referential, poetic, and phatic. Among the five functions, the directive is the most used speech function in the conversation of the movie. The function of speech can differ, depending on the data source used. Each data source has a different plot, theme, style, setting, and situation when the dialogues occur.

Key Terms: *speech functions, utterances, movie*

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INTRODUCTION

As human beings, language plays an important role in our life. Language is utilized for communication, and information is conveyed during that communication (Newmeyer, 1998, p. 119). Language typically refers to both the superordinate category and the standard variety in ordinary speech. It is a key to allowing people to communicate and interact with one another as it provides how to address, greet, and other stuff in a variety of ways. The way people use language depends on the social contexts, whether in formal or casual contexts. The use of language can also

differ for the talk, which leads to the function of language and speech. (Wardhaugh & Fuller, 2015, p. 29)

Language serves a range of functions as it can be used to ask and give information, to express indignation and annoyance, or even to express an admiration and respect. As everyone engages in communication, it is inevitable that this interaction will result in the expression of utterance, which has the meaning of “the action of expressing ideas, etc in words” (Hornby, 1995, p. 1316). An utterance would usually convey two things: information and an expression of feelings. Holmes (2001, p. 275) also stated that there are sociolinguistic norms available that differ cross-culturally and involve a culturally appropriate way of the range of speech functions.

Speech function is the term that explains the variety of utterances using its function in speech. According to Eggins & Slade (1997, p. 54), discourse structure patterns demonstrate how participants decide on how to interact with one another by their choice of speech functions, such as demanding challenging contradicting, or supporting, as well as how participants' decisions affect whether conversational interactions continue or come to an end. It is important to learn about speech functions as it will be very helpful in doing a good communication speech functions and very helpful in communicating well with other people.

Utterances are produced almost every day as a tool to communicate with others and they would have their own speech functions. According to Holmes (2013), there are six functions namely: expressive (expressing feelings), directive (to get someone to do an action), referential (provide information), metalinguistic (comment on the language), poetic (accentuate the aesthetic elements of language), and phatic (show support and compassion for others). The function of speech not only can be found in daily conversation but can also be found in a movie as it involves human communication. According to Oxford Learner’s Dictionary, a movie is a series of moving pictures recorded with a sound that simultaneously provides a story. Utterances are a fundamental element of dialogue in movies as it plays a crucial role in developing the plot, characters, and themes. Speaking of dialogue, there are two components to it: goods-&-services or information, as well as giving and demanding. (Halliday & Matthiessen, 2004, p. 107)

There are some related studies of speech function, Martanto (2014) in his study described the kinds of speech functions and interpersonal roles that Alex and Sara used in the *Hitch* movie based on Halliday (1994) theory. Martanto pointed out that only ten out of twelve speech functions, with statement as the highest interpersonal role used by Alex and Sara. Syamsiyah (2018) with the same

theory, found four speech functions and also discussed the role implication of speech functions in language learning. Using the same theory from Halliday, Septiowati (2019) found only four speech functions were dominantly used along with the response of speech functions. Based on Holmes (2013) theory, Wilany, Megah, and Iriyani (2018) analyze the speech functions that were used by the main character in the novel “A Little Princess of Frances Hodgson Burnett” with two addition of another theory of speech functions. The results of the study showed that out of the eight speech functions, only five were found: expressive, directive, referential, phatic, and commissive. On the other hand, Praditya (2022) discovered all six of Holmes' speech functions in his research.

As mentioned above, people produce utterances to communicate with one another, and these utterances would have speech functions of their own. Thus, it is a fascinating occurrence to see how the speech functions are employed in the utterances made by the characters of *Over the Moon* movie. The movie talks about the adventure of a young girl named Fei Fei who wanted to meet the mythical goddess Chang’e. This paper aims to analyze the speech functions and which functions that are used frequently by the character of a movie titled “Over the Moon” (2020).

METHOD

The data of this study was taken from a movie produced by Gennie Rim and Peilin Chou, written by Audrey Wells. The movie was published on a streaming platform called Netflix with the duration of one hour and forty minutes. It talks about a little girl named Fei Fei as the main character, and her adventure with Chin trying to search for a mythical goddess—Chang’e- leading her to the moon. The reason why this movie was chosen is because it is an interesting movie which based on a folktale. Additionally, it highlights aspects of Chinese culture and tradition, which Chinese viewers worldwide have praised the film for doing. Because the movie displays Chinese culture in an authentic and respectful way, it is a great example of how cross-cultural storytelling can be done well. Therefore, seeing how speech functions were used in the movie is interesting.

The data was analyzed through the descriptive qualitative method since it involves non-numerical data, which is the dialogue of the character in the movie. The observational method was used to gather the data. The technique used to collect the data involved the steps below. First, the data were observed by watching the movie and reading the subtitles. The second step followed by taking notes on the conversations which are seen as speech functions. After all the data were

collected, the utterances spoken by the character are analyzed through the six categories of speech functions.

FINDINGS AND DISCUSSION

The utterance chosen were spoken by these three characters in the movie: Fei Fei, Chin, and Chang'e. All of the utterances were analyzed based on the speech functions theory by Holmes (2013).

Expressive

Expressive utterances are an expression of the speaker's feelings, according to Holmes (2013: 275). It concentrated on the addressee in order to steer the speaker's attitude toward the subject of his speech. Here are the expressive function used by the character in the movie:

(1)

Auntie Ling : "Take a look!"

Fei Fei : "*Oh yeah, my favourite*"

The scene occurred when they had a family dinner. The utterance of "*Oh yeah, my favourite*" shows how Fei Fei feelings about the thing that Auntie Ling brought to her house. After hugging Fei Fei, Auntie Ling told her to take a look in the grocery bag she brought to the house. It is apparently her favourite hairy crabs, and Fei Fei was happy about that that she smiled so big.

(2)

Fei Fei : "Get used to him? I'll never get used to him! What's so "special" about your moon cake" "*I don't want IT... Urgh! And I don't want YOU.*"

The utterance occurred when she was alone in her room, showing how Fei Fei's feelings towards the little boy named Chin, which happen to be the son of her father's fiancé. The way she yelled showed how upset she was and how she does not want any new addition to the family. Fei Fei also thinks that Chin behaviour is weird because he has a frog as a pet and always smashing his head into the wall.

(3)

Fei Fei : "*I've lost everything now.*"

Gobi : "Not everything. You still have this... and this... and..."

The third utterance is when Fei Fei has arrived on the moon and searches for the gift that she was going to give to the moon goddess Chang'e. However, the chicken bandits stole her dolls which they believed as Chang'e gifts. Fei Fei sighed and hugged her own knees, closing her eyes as she expressed her sad feelings with the utterance "*I've lost everything now.*" thinking that she already lost everything.

(4)

Chang'e : (To Jade) "Well, at least the potion is working..."

(Jade looks at her sheepishly)

Chang'e : "*I'll never see Houyi again, will I?*" [SIGHS SOMBERLY]

The scene continued after the Moon Goddess finished a ping pong match with Chin. She was not happy and feeling overwhelmed because of the situation. The utterance "*I'll never see Houyi again, will I?*" is considered to be an expressive function. In order to be able to meet Houyi, Chang'e needed the gift that is brought by Fei Fei. Thus, since the gift is not in her hands yet, she expressed her worries about not being able to meet his other half, Houyi.

(5)

Fei Fei : "Chin?!"

(Chin spots Fei Fei, running towards her -)

Chin : "Fei Fei! Oh my gosh, *I'm so happy to see you!*"

Since they got separated in the first place, they were happy to meet each other again. Chin expressed his feelings with "... *I'm so happy to see you*" when he finally met his sister, indicating that he was glad they are able to meet each other. The utterance aligned with how expressive function is being explained, which is about one's feelings and emotions.

(6)

Chin : "(Battle cry) *I WANT MY SISTER!*"

This scene occurred after Fei Fei was able to go through the barriers to the chamber. Chin, upon knowing that his sister could possibly stay in the chamber forever, banged his head into the barriers. Chin's utterance "*I WANT MY SISTER*" has the function to express his emotions, as he was worried about not being able to meet his sister again.

(7)

Chang'e : ***“Thank you for bringing me the gift, Fei Fei.”***

(Chang'e finally hands Fei Fei the long forgotten photo from before. Fei Fei takes it.)

Fei Fei : “I wish it had given you everything you wanted.

Chang'e : “It did. The real gift was you.”

The conversation above occurred before they returned to the earth. The Moon Goddess was expressing her gratitude towards the gift that Fei Fei had brought to her. Therefore, the utterance ***“Thank you for bringing me the gift, Fei Fei”*** has an expressive function as it was used to convey Chang'e emotions and feelings.

Directive

Holmes (2013: 277) defines directives as the act of forcing someone to perform a task. These speaking acts have varying degrees of express directive force. Declaratives or interrogatives are frequently used in English to request respectful behavior from others. The use of intonation, tone, and context in speech also play a role. This can be seen in the movie from the utterances below:

(1)

Fei Fei : ***“Tell me about Chang'e.”***

Father : “Again?”

Fei Fei : “Again, again! I love to hear about the moon goddess! Tell me, momma?”

The utterance ***“Tell me about Chang'e”*** was a scene where her mother was narrating about the mythical creature, moon goddess Chang'e. Fei Fei wants to hear more about the moon goddess, hence, she pleaded to her mother, saying that she would want to hear more about the moon goddess, and her mother gladly continued her story. Thus, her utterance aligned with directive function that used to request something from others.

(2)

Chin : “What? Don't you know leapfrog? Here, watch Croak”

Fei Fei : ***“You can't let a frog loose in here!”*** “Who exactly are you?”

The utterance *“You can’t let a frog loose in here!”* occurred when Chin brought his frog pet to Fei Fei house. Fei Fei was not happy with the frog, therefore with an unhappy face, she told Chin that frog cannot be there, and caught the croak—giving it back to Chin. Her action and utterance indicates a directive function as it was a force to get Chin’s frog out of the house.

(3)

Chin : “My mom and your dad are getting mar—“

Fei Fei : *“Don’t say it! Don’t!”*

The utterance occurred after Fei Fei decided to stop joining the family dinner and wanted to return to her room. She met with Chin in the hallway, and Chin kept telling her that they would be a brother and sister, that their parent would marry each other. Fei Fei did not want to hear about it, thus she yelled and told Chin to not say that by saying *“Don’t say it! Don’t!”* and Chin managed to not continue his words.

(4)

Chang’e : “Pictures. She wants pictures. Everybody wants pictures!” (to Fei Fei) “Does this look like a photo op to you?”

(Chang’e strikes an amazing pose.)

Fei Fei : “(Timid) Um... yes?”

Chang’e : “Then *do it fast.*”

The Moon Goddess utterance has the function of directive. This is because Chang’e utterance “... *do it fast*” has the meaning to get Fei Fei to do the action as fast as possible, in this case, it was the action to take the photo. Therefore, it aligned with the criteria of the directive function that was used to get someone to perform an action or task.

(5)

Gretch : “Ah! Are you nuts!? It’s mine!”

Fei Fei : *“Give it back!”*

Gretch : “Get your grubby mitts off!”

The utterance *“Give it back”* occurred during the time when Fei Fei already landed on the moon. The chick bandit stole Fei Fei’s doll which they believe was a

gift for the moon goddess. Fei Fei obviously mad at how they easily stole the gift when she was the one who found it, thus she shouted at them, telling them to give the doll back.

(6)

Chang'e : "Lunarians! I announce a competition! Anyone who finds and brings me the gift will get their wish granted!"

(The Lunarians [CHATTER EXCITEDLY]. Chang'e turns back to Fei Fei, her eyes narrow.)

Chang'e : "If you bring it to me first, you'll get your photo. (Addressing the crowd) Good luck and GOD SPEED, ***FIND IT!***"

The conversation above occurred after Fei Fei and Chin landed on the moon and were finally able to meet the Moon Goddess for the first time. Chang'e instructed everyone including Fei Fei and Chin to get her the gift by saying "... ***FIND IT!***". Thus, the utterance has the function of directive as she used her utterance to get everyone searching for her gift.

(7)

(Chin and Bungee sneak around the palace corridor as a group of moon guards march nearby. He peeks out from behind one of the columns and leans over to Bungee—)

Chin : "***You take that one*** and I'll take the rest! Easy peasy."

The conversation above occurred after Fei Fei left Chin alone with Bungee, Fei Fei's bunny. The two of them wanted the photo that Fei Fei has taken with the Moon Goddess. Unexpectedly, they need to fight the moon guards in order to get to Chang'e. Chin instructed Bungee with the utterance "***You take that one...***" that has a directive function as it meant to get someone to do something.

(8)

(Chin gives Croak a high-five. Furious, Chang'e lifts the table and launches it down to the floor with a [FRUSTRATED YELL], the pieces disintegrating. Chin lands next to it. Chang'e turns away—)

Chang'e : "***No one's leaving*** until I get that Gift!"

Chin and Chang'e were having a ping pong match with each other. Upon knowing that Chin is the winner, Chang'e yelled in frustration by uttering "***No one's leaving...***". Her utterance can be considered as directive function as it was meant to warn Chin that he cannot get out from the palace until Fei Fei is back with the gift.

Referential

Words used to indicate things or facts are referred to as being referential. According to Holmes (2013: 275), referential language includes statements that give information. In the utterances from the movie, it can be seen from utterances below:

(1)

Fei Fei : "Did you know if you put forty billion moon cakes side-by-side you could reach the moon?"

Male customer #2: "That's a lot of moon cakes."

Fei Fei: "***Course if the moon is at its furthest point from the Earth, you'd need four hundred twenty-six million two hundred thirty-two more***"

This is an utterance that occurred when Fei Fei was delivering the moon cakes and decided to talk to her customer. The utterance above can be considered as referential because it has information given by Fei Fei about how many moon cakes are needed to reach the moon, which is ***four hundred twenty-six-million two hundred thirty-two more***.

(2)

Father : "Alright... Hey, we've got company tonight, so don't be late. Okay?"

Fei Fei : "***I'll be back in time***"

This is where Fei Fei needs to deliver the moon cakes to her customer. She was going out on her bike when she was told by her father that they were going to have a guest later, which is a sign to Fei Fei not to come back late. That is when Fei Fei gave information to her father by replying, that she ***will be back in time***.

(3)

Chin : "What are these things?"

(One of them zap Chin—)

Chin : (CONT'D) “Ow!”

Chang’e : “*Palace Security.*”

The conversation above occurred when Chin encountered the Moon Goddess Chang’e. He asked the Moon Goddess about the living creature that keep shots on him. Chang’e then replied with an utterance that has a referential function as she referred to the shooting star that Chin has asked as a “Palace Security”, which means the palace guard.

Poetic

Without considering the larger issues of language, poetic function cannot be explored in a way that is useful, so it must be carefully considered. This function focuses on the aesthetic aspects of language. It could be a rhyme, a lyric, or a catchy phrase (Holmes, 2013: 275). This function can be seen from the utterance in the dialogue:

(1)

Mother : “Because, Houyi died here on Earth”

Fei Fei : “*And when she cries, her tears turn into stardust.*”

The utterance “*And when she cries, her tears turn into stardust.*”, occurred when Fei Fei and her mother were talking about the legend mythical creatures named Chang’e. Her mother always narrating her about Chang’e, and Fei Fei remembered the words that her mother always used to describe Chang’e. The choice of words matches the poetic function which is a function of the aesthetic features in speech.

(2)

Chang’e : “*ALWAYS AND FOREVER IN THIS HEART OF MINE LONGER THAN THE HEAVENS AND THE STARS THAT SHINE*”

The lyrics of Chang’e song above is considered as a poetic function as it focuses on linguistic aesthetic features. Poetic function is indicated by the rhyme and it could be seen from the word “mine” and “shine”. Therefore, the lyrics that were uttered by Chang’e aligned with the criteria of poetic function.

Phatic

According to Holmes (2013: 275), the phatic function is similarly significant from a sociolinguistic perspective. Phatic communication conveys an emotive or social message as opposed to a referential one. Phatic statements demonstrate empathy and solidarity with others. This function of solidarity and empathy to others can be seen in the utterances:

(1)

Auntie Ling: “Hello! Anybody order twelve big, hairy crabs?”

Auntie Mei: “Move aside, good looking is gonna start cooking.”

Fei Fei : “**Hi, Aunties!**”

Fei Fei greets her two aunties who enter her house at that time and hugged them. Auntie Ling brought her a hairy crab, while Auntie Mei said that she will cook their dinner. Fei Fei’s utterance “**Hi, Aunties!**” can be considered as phatic function because it is a greeting that shows solidarity.

(2)

(Jade Rabbit’s footsteps quietly approach—)

Chang’e : “Jade?”

(He hops in, delighted with himself.)

Chang’e : “**What’s going on with you?**”

The scene continued with Jade approaching Chang’e whilst bringing her the potion that she has asked for previously. The conversation above occurred as a form of sympathy towards Jade the Rabbit, as the Moon Goddess was worrying about his condition when he approached her. Thus, it aligned with the phatic function that demonstrates empathy or sympathy to one another.

(3)

(Gobi meets Chin as they run to the throne room—)

Gobi : “Hi, I’m Gobi!”

Chin : “**Rad. I’m Chin.**”

Chin’s utterance “**Rad. I’m Chin**” occurs after he finally meet her sister. It has the phatic function as Chin introduces himself to Gobi after Gobi greeted him.

This fits the phatic function criteria as it employs solidarity and empathy with others.

CONCLUSION

Being able to communicate is crucial for human beings. The element of communication is language. The function of language and speech is influenced by how language or speech is used, which might vary depending on the talk's objectives. A person must create utterances to communicate. Every utterance serves a different speaking function. There are also utterances, which in a movie have their speech function because the communication between the main characters is included. After observing and analyzing the movie *Over the Moon with Holmes* (2013) theory, it can be seen that the movie matched the speech functions theory. This is because out of six speech functions, five of them were found in the movie. There were 23 utterance where the speech functions found with directive as the most used speech function with 8 data, followed by expressive (7), referential (3), poetic (2), and phatic (3) functions. The result of this study shows a different result from the previous studies, and it can be concluded that the result of speech function would differ from each data source. This can be caused by how each data source has its own differences in the theme, plot, style, situation, and setting.

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SUBSTITUSI VERBAL DALAM WACANA BERITA CNN INDONESIA PASCA-KEBAKARAN DEPO PERTAMINA PLUMPANG TANJUNG PRIOK JAKARTA UTARA

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Abstrak: Penelitian ini bertujuan untuk mengkaji wacana berita melalui aspek kohesi gramatikal substitusi yang memiliki kategori verba. Sebagaimana tidak banyak penelitian yang membahas substitusi verbal dalam wacana berita. Video dalam kanal *YouTube* resmi CNN Indonesia yang berjudul “Kondisi Terkini Lokasi dan Pengungsian Pasca-Kebakaran Depo Pertamina Plumpang” menjadi objek kajian analisis peranti wacana substitusi dalam penelitian ini. Data diperoleh melalui teknik analisis dokumen dan hasil perolehan datanya berupa transkripsi daripada tuturan lisan. Selanjutnya, data dianalisis dengan metode agih seturut dengan fokus dan tujuan penelitian. Adapun rumusan masalah yang dipecahkan yakni bentuk realisasi kata kerja yang mengalami substitusi dalam wacana berita CNN Indonesia dan fungsi yang diperoleh dari penggantian satuan lingual berkategori verba. Ditemukan 20 variasi verba yang mengalami substitusi verba dalam 10 tuturan koresponden CNN Indonesia. Lewat temuan dan pembahasan ini, terkupas sudah bahwa aspek gramatikal substitusi berkategori verba sangat efektif dalam menerangkan keterkaitan arah maupun konteks wacana yang direalisasikan melalui tata bahasa sehingga tercipta unsur pembeda, menghindari kemonotonan penggunaan satuan lingual, dan mendukung kedinamisan teks.

Kata Kunci: *kohesi gramatikal, kedinamisan, substitusi verba, wacana berita*

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PENDAHULUAN

Penelitian ini mengangkat wacana berita sebagai objek kajian sebab sifatnya yang aktual, menarik, verbal, dan informasional. Penelitian ini menaruh perhatian pada berita bukan hanya sebatas menyajikan fakta teraktual secara logis dan berurutan namun lebih kepada kedinamisan wacana yang utuh dibangun oleh variasi bentuk satuan lingual sehingga terhindar dari kemonotonan. Hal ini membuat wacana berita sebagai media yang layak untuk dikaji aspek kohesi gramatikal substitusinya.

Sumarlam mendefinisikan substitusi sebagai penggantian satuan lingual tertentu dengan satuan lingual lain untuk memperoleh unsur pembeda (2019, p. 47). Pemilihan satuan lingual dalam menyusun suatu wacana tidak hanya mengacu pada kesepadanan makna kata namun yang terutama adalah pada komposisi tata bahasa yang harus jelas dan saling terkait. Dengan adanya peranti substitusi, dapat menjadi alternatif kepaduan dan keberhasilan penyampaian informasi wacana.

Penelitian ini berbeda dengan penelitian terdahulu yang relevan. Penelitian terdahulu sudah fokus terhadap satu peranti wacana aspek penanda gramatikal substitusi, namun sub-kategori yang diambil masih secara general yakni substitusi kata, frasa, klausa atau kalimat (Rudiyanto, Ridha, Shalehalistya, & Sumarlam, 2019), (Nurdiani & Sumarlam, 2021), (Wijaya & Sumarlam, 2020), dan (Wiyanti, 2016). Dari ulasan tersebut, peneliti hendak menganalisis substitusi verbal dalam kajian wacana berita. Adapun, substitusi ini mengacu pada penggantian satuan lingual verba (kata kerja) dengan satuan lingual lainnya yang juga berkategori verba (Sumarlam, 2019). Peneliti memilih salah satu video dalam kanal *YouTube* liputan CNN Indonesia yang ditayangkan pada Minggu, 5 Maret 2023 sebagai objek kajian sebagaimana jaringan televisi berita ini memuat sumber informasi pasca-kebakaran Depo Pertamina Plumpang, Tanjung Priok Jakarta Utara dan menggunakan penggantian satuan lingual berkategori verba (kata kerja) dalam beberapa tuturannya. Salah satu tuturan dalam liputan CNN Indonesia yang mengalami substitusi verbal adalah sebagai berikut,

*Kalau anda lihat di excavator ini berdiri, sekarang ini masih **terindikasi** bahwa atau **disinyalir** ada korban yang tertimbun di sini karena kalau kita lihat dari jumlah korban yang dikatakan masih hilang kurang lebih ada sekitar belasan.*

Tampak penggantian verba “terindikasi” menjadi “disinyalir” dalam tuturan di atas untuk mendukung kepaduan dan kejelasan wacana. Fenomena penggantian ini menjadi dasar ketertarikan peneliti akan realisasi kohesi gramatikal substitusi pada tataran verba dalam wacana berita. Selain itu, penelitian yang membahas substitusi verbal dalam wacana berita tidak banyak. Oleh sebab itu, gap penelitian ini menjadi kesempatan peneliti untuk mengkaji lebih spesifik aspek kohesis gramatikal substitusi.

Penelitian ini fokus pada realisasi bentuk kohesi gramatikal substitusi verbal sehingga mampu membangun kedinamisan wacana berita CNN Indonesia dalam menyajikan informasi terkait kondisi pasca-kebakaran Depo Pertamina Plumpang, Tanjung Priok Jakarta Utara yang terjadi pada Jumat, 3 Maret 2023. Lebih daripada itu, penelitian ini juga melihat konteks peristiwa dalam wacana berita untuk memperoleh pemahaman supaya setiap penggantian satuan lingual verba yang ditemukan dapat dideskripsikan dengan baik.

Terdapat sedikitnya dua rumusan masalah yang dipecahkan dalam penelitian ini yaitu bentuk kata kerja seperti apa yang mengalami substitusi dalam wacana lisan liputan CNN Indonesia terkait kondisi di sekitar Depo Pertamina Plumpang pasca-kebakaran. Selanjutnya, fungsi apa sajakah yang diperoleh sebagai akibat dari substitusi gramatikal berkategori verba guna mendukung keterkaitan dan kepaduan antarsatuan lingual dalam wacana berita CNN Indonesia.

METODE PENELITIAN

Penelitian ini berjenis penelitian deskriptif kualitatif. Deskriptif berarti mengacu pada data yang dijabarkan dan diinterpretasikan apa adanya dan didukung dengan pembahasan para peneliti terdahulu guna memperoleh pemahaman dari fenomena substitusi verbal dalam wacana berita CNN Indonesia. Sedangkan, kualitatif berarti penelitian ini memaparkan data non-numerik yang hasil temuan dan pembahasannya tidak dapat digeneralisasi.

Data bersumber dari kanal *YouTube* resmi CNN Indonesia yang ditayangkan pada Minggu, 5 Maret 2023 dengan judul *Kondisi Terkini Lokasi dan Pengungsian Pasca-Kebakaran Depo Pertamina Plumpang*. Liputan berdurasi 11 menit 50 detik ini dikorespondensi oleh Roni Satria di TKP dan produser lapangan CNN Indonesia Monica Khonado di posko pengungsian.

Data diperoleh melalui teknik analisis dokumen yang meliputi metode simak dan catat. Metode simak berarti melihat penggunaan bahasa atau dengan kata lain membaca transkripsi kemudian mengidentifikasi satuan lingual yang mengalami substitusi verbal. Metode catat yakni mentranskripsikan bahasa lisan ke dalam bahasa tulis menggunakan transkripsi orthografis sesuai ejaan bahasa Indonesia yang berlaku. Selanjutnya, data diseleksi berdasarkan landasan teori mengenai substitusi verbal. Data yang diperoleh berupa tuturan hasil transkripsi wacana berita CNN Indonesia yang memiliki satuan lingual berkategori verba beserta konteksnya. Selanjutnya, data dianalisis dengan metode agih yakni analisis dilakukan berdasarkan fokus penelitian yang berupa bentuk kohesi gramatikal substitusi verbal. Kemudian, teknik lanjutan yang dilakukan peneliti dalam penelitian ini adalah teknik ganti. Hasil analisis data disajikan dengan metode formal dengan menyajikan diagram lingkaran prosentase varian substitusi.

TEMUAN DAN PEMBAHASAN

Pada bagian ini dipaparkan hasil temuan sekaligus pembahasan dari penelitian analisis wacana berita CNN Indonesia dengan topik kejadian pasca-kebakaran Depo Pertamina Plumpang dari kanal *YouTube* CNN Indonesia yang disiarkan tanggal 5 Maret 2023.

-
- (1) *Betul sekali Puspa, warga yang berduyun-duyun datang ke lokasi kejadian hanya sekedar untuk mendokumentasikan gambar ataupun lokasi pasca peristiwa kebakaran yang menimpa permukiman warga di belakang Depo Pertamina Plumpang, kalau kita lihat hari ini sudah bisa **dikendalikan** sedemikian rupa dengan cara **menghalau** mereka di titik yang bisa dikatakan relatif cukup jauh dari tempat saya berdiri sekarang ini...*
-

Tampak satuan lingual yang mengandung verba “dikendalikan” mengalami substitusi menjadi “menghalau”. Penggantian ini memperjelas maksud daripada tindakan yang dilakukan oleh petugas terhadap para warga supaya tidak mengganggu jalannya proses evakuasi korban sekaligus demi mengamankan kondisi di sekitar lokasi kebakaran dari warga yang tidak berkepentingan. Substitusi pada tuturan koresponden Roni Satria ini terjadi pada tataran verba pasif menjadi verba aktif.

-
- (2) *Mengapa hari kedua baru bisa ada excavator, karena kalau kita lihat kemarin, baru (2) **dikerahkan** Ken 9 atau anjing pelacak untuk **mengendus** ataupun **mencari** indikasi adanya korban yang masih tertimbun.*
-

Penggalan kalimat tersebut memakai verba aktif “mengendus” dan kemudian digantikan dengan verba aktif “mencari”. Kedua verba tersebut sama-sama berarti *melakukan proses melacak*. Sebagaimana latar belakang penggunaan verba “mengendus” ini dikaitkan dengan

pelaku yang melakukan aksi yaitu Ken 9 atau anjing pelacak. Penggantian satuan lingual berkategori verba “mencari” dalam penggalan kalimat ini untuk membuat unsur pembeda sekaligus penjelas terhadap aksi yang dilakukan oleh anjing pelacak atau Ken 9.

-
- dimulai tadi sekitar pukul 08.30 baru bisa menyisir ke alur-alur ataupun jalur yang
- (3) menuju ke titik tempat saya sekarang ini sehingga masih bisa untuk **dibersihkan** ataupun **diangkat** puing-puing yang indikasinya tempat...
-

Pada hari kedua proses evakuasi, ekskavator mulai dikerahkan masuk ke permukiman setelah mengalami kendala akses masuk karena jalur yang cukup sempit. Verba pasif “dibersihkan” mengalami penyulihan menjadi verba pasif “diangkat” untuk menspesifikasikan kegiatan atau aksi dari pengadaan ekskavator guna mempermudah dan mempercepat proses evakuasi. Selanjutnya, penyulihan verba ini menciptakan kedinamisan jalinan informasi sebagaimana menerangkan objek yang diangkat yakni puing-puing bangunan di titik yang diindikasikan masih ada korban kebakaran yang tertimbun.

-
- Kalau anda lihat di ekskavator ini berdiri, sekarang ini masih **terindikasi** bahwa atau
- (4) **disinyalir** ada korban yang tertimbun di sini karena kalau kita lihat dari jumlah korban yang dikatakan masih hilang kurang lebih ada sekitar belasan.
-

Penggunaan verba pasif “terindikasi” memiliki arti *memberi tanda (petunjuk)*. Selanjutnya, satuan lingual berkategori verba pasif “disinyalir” dipakai untuk menyulih karena memiliki arti lebih mendalam yakni *memberi tahu supaya memperhatikan / was-was terhadap sesuatu*. Penggantian verba dalam penggalan kalimat ini menekankan pada konteks keadaan atau kondisi dimana adanya tanda korban yang masih tertimbun dan hal ini menjadi peringatan bagi semua masyarakat.

-
- Tadi saya sempat berbincang juga dengan Kadivpas Polda Metro Jaya, Trunoyudo,
- (5) yang mengatakan bahwa mereka **telah mengerahkan** 4 SSK atau kesatuan setingkat Kompi yang kalau kita lihat pada hari ini ataupun dari kemarin juga **sudah disebarkan** di beberapa titik.
-

Satuan lingual berkategori verba “telah mengerahkan” mengandung arti *menghimpun atau mengumpulkan beberapa orang untuk mengerjakan sesuatu demi suatu tujuan tertentu*. Kemudian, artinya menjadi lebih spesifik dengan adanya substitusi dalam bentuk kata kerja pasif “sudah disebarkan” yang berarti implikasinya adalah menerangkan bahwa tim kesatuan setingkat Kompi telah berangkat atas mandat yang sudah dihimpun.

(6) *Anda bisa lihat **luluh lantak**, bisa dikatakan seperti itu, **hancur**.*

Verba “luluh lantak” pada teks (6) memiliki arti *berkeadaan rusak total hingga tak berwujud*. Selanjutnya diikuti verba “hancur”. Penggunaan satuan lingual ini secara semantik menggambarkan suatu keadaan hasil daripada peristiwa kebakaran. Sekilas kedua satuan lingual ini adalah sinonim sebab secara makna mereka sepadan. Namun jika dilihat dari kacamata substitusi gramatikalnya, adanya penggantian dalam penyebutan atau pemakaian verba ini sebagai unsur penjelas dari keadaan rumah-rumah warga pasca-kebakaran. Di samping itu, penggantian ini menjadi pendukung kepaduan teks sebab menciptakan variasi dalam penyampaian informasi sehingga tidak monoton.

*Kemudian, bayangkan bagaimana orang **harus berlari** dari titik rumah mereka ini untuk menuju ke jalan utama yang bisa jaraknya sekitar 100 m, tentunya hal ini yang bisa menyebabkan adanya korban meninggal dunia kemudian juga, korban luka berat*
(7) *yang sekarang masih dirawat di RSPP sekitar 49 orang. Dengan kondisi kepanikan dan lain sebagainya, anda bisa bayangkan dengan jarak yang lokasinya cukup jauh untuk menuju titik sana. Kemudian, lokasi yang sangat sempit seperti ini orang dalam kondisi yang tidak tenang seperti itu **harus menyelamatkan diri**.*

Tampak adanya penggantian satuan lingual berkategori verba “harus berlari” ke dalam frasa verba “harus menyelamatkan diri”. Penggantian verba ini menggambarkan dan memperjelas respon dan/atau perbuatan para warga saat peristiwa kebakaran terjadi dimana mereka spontan berusaha menjangkau ke tempat yang aman jauh dari titik kebakaran. Adanya penggantian ini menjadikan wacana tersebut padu dan kohesif.

(8) *Pasca kebakaran ini, apa yang harus kita lihat bahwa bagaimana warga masih berupaya untuk **mencari** ataupun **mengais** puing-puing rumah mereka.*

Secara semantis kedua verba berbentuk aktif “mencari” dan “mengais” sama-sama memiliki arti *melakukan perbuatan untuk tujuan tertentu*. Interpretasi ini dikaitkan pula pada subjek yang melakukan aksi tersebut yaitu warga. Penggantian verba menjadi “mengais” memberi kesan yang nyata sebagai usaha para warga dalam upaya mereka mengambil barang-barang yang masih terselamatkan.

“....Saya sebenarnya pengen bilang, saya sudah capek untuk ngontrak dan saya trauma
(9) ***tinggal** sebenarnya di situ. Cuman karena di situ kontrakannya murah jadi saya **bertahan**.”*

Wacana di atas adalah tuturan dari salah seorang pengungsi yang menyatakan kepasrahannya bahwa secara finansial mau tidak mau hanya bisa ngontrak di dekat Depo Pertamina Plumpang karena relatif memiliki harga yang terjangkau. Verba aktif “bertahan” pada wacana

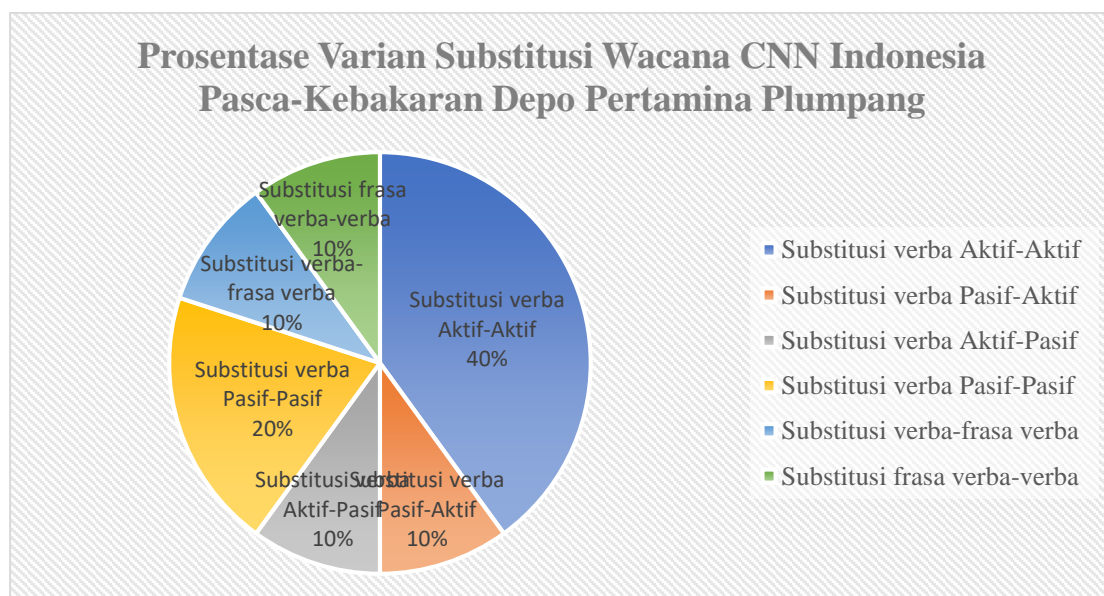
tersebut menggantikan satuan lingual aktif “tinggal” yang dalam hal ini berkonteks secara fisik sehari-hari makan, tidur, dan mencari rezeki di areal Depo. Substitusi pada teks (9) memunculkan variasi satuan lingual berkategori verba aktif.

(10) *Terkait dengan **pindah rumah**, sebenarnya tadi Presiden Republik Indonesia juga sempat mengatakan akan ada rencana **relokasi**.*

Tampak adanya penggantian frasa verba “pindah rumah” menjadi verba yaitu relokasi. Penggantian verba “relokasi” diperlukan dalam penggalan tuturan tersebut sehingga menciptakan kesan tidak monoton dan variatif untuk menunjukkan varian verba lain yang mana penggunaan verba “relokasi” jarang dipakai dalam kehidupan berbahasa. Oleh sebab itu, dari wacana berita ini audien dapat pula mengetahui istilah lain yang padu dan saling terkait dalam mendukung kedinamisan teks.

Ditemukan 20 variasi satuan lingual dari 10 penggalan tuturan koresponden CNN Indonesia Roni Satria dan produser lapangan Monica Khonado yang berhasil teridentifikasi mengalami substitusi diklasifikasikan sebagai berikut:

1. Substitusi verba Aktif-Aktif
 - a. Berkategori perbuatan pada datum (2) dan (8)
 - b. Berkategori keadaan pada datum (6) dan (9)
2. Substitusi verba Pasif-Aktif berkategori proses yakni pada datum (1)
3. Substitusi verba Aktif-Pasif berkategori perbuatan yakni pada datum (5)
4. Substitusi verba Pasif-Pasif berkategori proses pada datum (3) dan (4)
5. Substitusi verba – frasa verba berkategori perbuatan pada datum (7)
6. Substitusi frasa verba – verba berkategori proses pada datum (10)



Gambar 1. Prosentase Varian Substitusi Wacana

Frekuensi terjadinya substitusi verba aktif menjadi verba aktif lebih besar yakni 40%. Jika dilihat dari segi sintaksisnya, variasi verba aktif dalam wacana CNN Indonesia ini berfungsi sebagai predikat dalam kalimat. Hal ini menunjukkan dayaguna ketransitifan kalimat aktif dengan fungsi menjelaskan perbuatan yang telah atau sedang dilakukan. Kemudian, menerangkan keadaan partisipan sebagai akibat dari pokok permasalahan yang dihadapi.

Substitusi verbal yang terjadi dalam 10 tuturan yang dianalisis saling berkesinambungan dalam menerangkan pesan implisit. Pengaplikasian aspek gramatikal sebagai peranti analisis wacana yang mana didasari pada pengertian bahwa wacana merupakan perwujudan bahasa yang mencakup rangkaian semua peristiwa atau kejadian aktual. Setiap wacana seyogyanya bersifat kohesif. Hal ini tidak terlepas dari struktur gramatikal wacana yang digunakan sehingga menghasilkan teks dengan tataran satuan lingual yang dinamis. Dilihat dari struktur lahirnya (bentuk), elemen gramatikal wacana menjadi penentu keterkaitan antar satuan lingual.

Penggalan tuturan yang dianalisis mewakili isi daripada wacana berita CNN Indonesia tanggal 5 Maret 2023 sebagaimana mendeskripsikan keadaan parah pemukiman warga yang berdekatan langsung dengan Depo Pertamina Plumpang dan kurangnya fasilitas sandang maupun papan bagi para pengungsi pasca-kebakaran. Di tengah kondisi yang memprihatinkan ini, para warga sangat berharap ada harta benda mereka yang terselamatkan meskipun peluangnya kecil sebab sebagian besar bangunan rumah rusak parah dan sebagian lainnya sudah menjadi rata dengan tanah. Peneliti menginterpretasi bahwa peristiwa terjadi begitu cepat dan api langsung meluluhlantakkan apapun di sekelilingnya sehingga membuat warga tidak sempat menyelamatkan harta benda mereka. Lebih daripada itu, pasca-kebakaran para warga bahkan langsung kembali untuk melihat kondisi rumah mereka meski area kebakaran belum sepenuhnya steril karena masih ditemukan beberapa titik api. Hal ini membuat petugas evakuasi harus ekstra mengingatkan warga supaya tidak terjadi hal-hal yang tidak diinginkan supaya petugas dapat bekerja secara maksimal dalam membereskan puing-puing bangunan berikut evakuasi korban. Pengadaan anjing pelacak dan ekskavator merupakan cara efektif dalam mempercepat proses evakuasi dan pembersihan.

Sementara itu, kebutuhan pangan para warga di posko pengungsian sudah terpenuhi bahkan bantuan dari Presiden Republik Indonesia, Joko Widodo, sudah diterima para pengungsi. Akan tetapi, fasilitas toilet masih kurang melihat jumlah pengungsi yang tidak sedikit dan kebutuhan akan selimut serta handuk yang belum turun. Hal ini terjadi karena bantuan berupa kebutuhan pangan menjadi fokus utama terlebih dahulu sebab banyak anak-anak dan lansia yang kebutuhan gizinya harus terpenuhi. Di samping itu, wacana terkait relokasi warga terdampak sangat diharapkan karena mustahil bagi warga untuk membangun kembali rumah mereka di dekat Depo mengingat kebakaran ini tidak hanya menggores trauma akan rumah mereka yang hancur tetapi juga kehilangan orang-orang yang mereka kasihi bahkan yang masih belum jelas keberadaannya.

Variasi verba yang digunakan dalam liputan CNN Indonesia dengan judul *Kondisi Terkini Lokasi dan Pengungsian Pasca-Kebakaran Depo Pertamina Plumpang* menunjukkan bentuk pemakaian bahasa yang bersifat kohesif dan informatif dalam struktur tata bahasa yang bersatu padu. Serupa dengan pernyataan Astri Nurdiani (2021, p. 341) yang mengemukakan bahwa suatu teks disusun dengan mempertimbangkan aspek kohesinya agar tercipta hubungan bentuk atau struktur kalimat yang padu dan saling terkait. Kemudian, Rudiyanto (2019) menyinggung soal pemakaian bahasa untuk mencapai kesinambungan teks. Hal ini menjadi

acuan guna memahami suatu jalinan informasi sebuah wacana yang mengemas rangkaian semua peristiwa atau kejadian aktual dalam satu kesatuan teks yang utuh. Aspek gramatikal substitusi dalam wacana berita sangat dibutuhkan sebab dari penggantian satuan lingual dapat diperoleh unsur pembeda dan/atau menerangkan konteks tertentu.

KESIMPULAN

Berdasarkan data yang sudah dianalisis, ditemukan 6 varian substitusi dalam wacana berita CNN Indonesia yang ditayangkan pada Minggu, 5 Maret 2023 yakni (1) Substitusi verba Aktif-Aktif, (2) Substitusi verba Pasif-Aktif, (3) Substitusi verba Aktif-Pasif, (4) Substitusi verba Pasif-Pasif, (5) Substitusi verba-frasa verba, (6) Substitusi frasa verba-verba. Setiap varian mengandung kategori bentuk kata kerja keadaan, proses, hingga perbuatan. Konteks memainkan peran yang sangat fundamental untuk mendukung penyampaian informasi antar satuan lingual. Adapun frekuensi penggantian verba aktif-aktif mencapai 40%. Pendayagunaan satuan lingual aktif dalam wacana memiliki fungsi menjelaskan perbuatan yang telah atau sedang dilakukan. Selain itu, menerangkan keadaan partisipan. Sedangkan, varian substitusi bentuk kata kerja pasif-pasif sebanyak 20% cenderung menekankan pokok persoalan yang terjadi.

Substitusi berfungsi untuk menciptakan unsur pembeda dalam hasil analisis setiap satuan lingual berkategori verba yang mengalami substitusi dalam wacana berita liputan CNN Indonesia ini. Jalinan informasi dalam wacana menjadi mudah dipahami karena pemakaian verba yang variatif sehingga sangat mendukung kedinamisan teks. Di samping itu, wacana berita CNN Indonesia yang sifatnya logis, aktual, dan informasional ini termasuk padu sebab penyampaiannya didapati tidak monoton. Dari penelitian ini diketahui pula bahwasannya substitusi berbeda dari sinonimi maupun referensi meskipun ketiganya nampak sama. Hal ini dikarenakan substitusi melihat struktur (bentuk) keterkaitan antar satuan lingual dalam tata bahasa dan tidak mengacu pada padan kata (leksikal). Jadi, substitusi berusaha memperjelas arah dan konteks wacana sehingga meminimalisir pengulangan satuan lingual yang tidak perlu.

Penelitian ini diharapkan dapat menjadi sumber acuan bagi pengembangan penelitian piranti analisis wacana di masa yang akan datang sehingga dapat saling melengkapi kekurangan dan memperkaya diskusi dalam analisis wacana.

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IMPROVING STUDENTS SPEAKING SKILLS THROUGH DEBATE STRATEGY

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Abstract

In this research, the authors utilize the debate technique to improve students' speaking ability. The main goals of this study were to describe the implementation of the debate technique in teaching speaking and to identify how much the students' speaking ability was improved after being taught by using the debate technique. This study is classroom action research conducted in two cycles. Data were collected using observation, tests, and interviews. Data from observations, tests, and interviews taken from each cycle were analyzed quantitatively and qualitatively. The application of the debate technique in teaching speaking in class XI IPS 1 the high school in Maumere was conducted in two cycles, namely cycle one and cycle two. The participants of this study were 16 students. The result of this study shows that the use of debate techniques can improve students' speaking skills. This is evidenced by the students' test scores which have increased in each cycle. In the first cycle, the student's average score was 54.37% and in the second cycle, the student's average score was 69.37%. It can be inferred that the debate technique can increase students' interest in speaking and can also upgrade the class to be more favorable

Key Terms: *speaking improvement, debate technique, classroom action research*

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INTRODUCTION

A language is a communication tool humans use to interact with interlocutors. With the existence of language, it can connect conversations between people. According to Hualai (2017) and Keraf (1994), a language is a means of communication. It is also a means to convey opinions and arguments to other parties. In conclusion, language has an important social role in communicating with the wider community.

English is regarded as a global language. From the Indonesian perspective, English is recognized as a foreign language. Many people learn English seriously because they consider English a crucial language for interacting with foreigners. Hence, it can be seen that English is taught from elementary school to university.

Learning English cannot be separated from the four skills of listening, speaking, reading, and writing. Chen (2007) mentions that "In the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language".

Speaking is one of four essential skills in learning English. One language ability that every person has is the ability to speak. Speaking involves transferring thoughts or ideas from the speaker to the listener. Speaking skills are essentially producing the flow of the sound articulation system to convey the will, needs, feelings, and desires to others (Parmawati & Inayah, 2019). It means that speaking is important to improve pronunciation, deliver opinions and arguments, and interest the listener in emotions.

In addition, some problems also arise in teaching and learning related to students' speaking ability in class XI IPS 1 in the 2022/2023 school year. Based on the author's observations, only a few students are active in discussions during class activities. They are students who have good achievements and always participate in class. Nevertheless, there are mostly students who are not active in discussions and expressing their opinions. They are not enthusiastic about speaking and it is quite hard to respond to the opinions of their friends because of their limited vocabulary. The students lacked the confidence to speak English.

In the process of learning to speak English, several methods can be applied as stated by Harmer (2012) in Arung (2016) such as communication games, discussions, questionnaires, simulations, role-playing, and debates. In this research, we utilized one of the methods, which is the debate method. Debate is a formally organized conversation or discussion to discuss a topic in detail. Alasmari and Ahmed (2013) and Richa (2011) stated that debates can be well used to improve students speaking of English. Using debate techniques in speaking class, students will eliminate student's fear of English. In addition, the debate technique will improve their pronunciation, vocabulary, and fluency.

There are seven debate models as stated by Pritchard (2009, p. 65): discussion, cross-examination, and parliamentary, British parliamentary, academic style, national style, and world style. Pritchard says that the discussion style practiced at the beginner level is an introductory format and will be used as a model at this guide stage (p. 9). In this research, the discussion style is used with XI IPS 1, because they are beginners in the debate strategy of using English debate. They are unfamiliar with this strategy as mentioned earlier.

In addition, debate is one of the techniques that has many benefits for students, including increasing students' critical thinking, developing communication skills, questioning skills, and the ability to make and defend opinions. Considering the problems and theories that have been mentioned above, the authors are interested in solving the problem by using the discussion debate strategy because it is one of the better ways for students to improve their speaking skills. Meanwhile, the authors also found that many previous studies show promising results related to the application of the debate method in teaching English. These studies can be described in the description below.

Meanwhile, the authors also found that many previous studies show promising results related to the application of the debate method in teaching English. These studies can be described in the description below. Firmansyah and Vegian (2019) found that incorporating debate techniques in language learning improves students' speaking skills. The study suggests that debate activities enhance fluency, accuracy, and confidence in spoken English. The implication is that using debate techniques in language teaching promotes active student participation, critical thinking, and overall language proficiency. Lubis and Siregar (2021) found that incorporating debate activities in language learning enhances students' speaking skills. It was observed that students who participated in debates showed improvements in their fluency, accuracy, and confidence when speaking. The implication of the study suggests that using debate as a teaching method can actively engage students, develop critical thinking, and improve overall language proficiency. Laoli (2021) mentions that implementing debate methods in junior high schools helps improve students' speaking skills. He observed that students who engaged in debate activities demonstrated enhanced fluency, accuracy, and confidence in their oral communication. The implication of this study suggests that incorporating debate methods in the classroom can actively involve students, foster critical thinking, and enhance overall speaking proficiency in junior high school students.

Next, Arung and Jumardin (2016) found that using debate techniques in language learning has a positive impact on students' speaking skills. The researchers observed that students who participated in debates showed improvements in fluency, accuracy, and confidence when speaking English. The implication of their findings is that incorporating debate techniques in classrooms can be an effective approach to enhancing students' oral communication abilities. Debate activities promote critical thinking, active participation, and the ability to express ideas effectively. By integrating debate into language teaching, students can develop their speaking skills and overall language proficiency. The fifth, research written by Yumelking et al. (2020) who study found that implementing the discussion debate strategy among fourth-semester students in the English Education Study Program at Nusa Nupa University had a positive impact on improving their speaking skills. The researchers observed that students who participated in discussion debates showed significant improvements in fluency, accuracy, and confidence in speaking English. The implications of the study suggest that incorporating the discussion debate strategy in language education can effectively enhance students' speaking abilities. It encourages active participation, critical thinking, and the development of effective communication skills. By utilizing this strategy, students can improve their overall speaking proficiency and become more confident English speakers.

METHOD

In this research, the authors utilized Classroom Action Research (CAR). Classroom Action Research is an essential educational research for educators to understand. Classroom Action Research is directly correlated with teachers' efforts to remedy or to increase the quality of their performance, primarily in the classroom learning process. In addition, Stringer (2010: p1) defines "classroom action research as an action that teacher can use can use to improve teaching skills facilitating student learning programs to be effective". In other words, classroom action research is a type of research conducted in the classroom to improve the quality of the teaching and learning process. Classroom Action Research is divided into several cycles. Each cycle is composed of four stages: planning, action, observation, and reflection.

The subjects of this study were 16 students of class XI IPS 1 at a high school in Maumere, in the academic year 2022/2023. Prior to commencing the research study, informed consent was obtained from all participants involved. The informed consent process involved providing detailed information about the study's purpose, procedures, and potential risks and benefits. Participants were informed that their participation was voluntary and they had the right to withdraw at any time without consequence. Additionally, they were made aware of their rights regarding confidentiality and the anonymization of their data. A consent form was provided to each participant, explaining the study's objectives, data collection methods and data analysis techniques. The participants were given ample time to read and comprehend the information and were encouraged to ask any questions they had before providing their consent to participate. By voluntarily signing the consent form, participants indicated their understanding of the study's details and their willingness to participate (Ginting, 2022).

In data collection techniques, researchers used observation, interviews, and tests. While in the data analysis technique, the researcher assessed each student's achievement on the English test. Regarding the classical completeness of the student's scores, the authors used the following formula:

1. Classical Completeness = $\frac{\sum \text{students score} \geq 75}{\text{total students in class}} \times 100$

2. To know the class percentage:

$$P = \frac{f}{n} \times 100\%$$

There are four steps in a cycle for implementing classroom action research. These are planning, action, observation, and reflection. This action research follows the model developed by Kemis and MaTaggart (1988). This model is a well-recognized depiction of the "spiral" of action research, which consists of four stages as follows: 1). Planning, 2). Acting, 3). Observing, and 4). Reflecting. In this study, the authors implemented two cycles. Each cycle consists of four meetings. Each meeting consists of 90 minutes. So, there were four meetings during the research process. Each cycle consists of four steps; planning, implementing actions, observing, and reflecting. This classroom action research is based on the assumption that in the first cycle, the teaching and learning process of speaking was not optimal because the application of the debate technique was not yet optimal. After all, the application of the debate technique was not well organized. In the second cycle, students became active and interested in learning. This could be seen from the student's activities in the classroom.

The authors used speaking tests and observation sheets in the data collection process. A test is a method used to measure a person's ability, knowledge, or performance in a particular domain that can be measured. A test is an instrument—a set of techniques, procedures, or items that requires performance from the test taker. Some tests measure general abilities, while others focus on very specific competencies or objectives. In the case of ability tests, although actual performance on the test involves only a sample of skills, the domain is overall proficiency in a language—a competency common to all language skills (Brown: 2004). The type of speaking test used was an oral presentation. The students are expected to give a short talk on a topic prepared in advance or notified shortly before the test. The data obtained will be analyzed through quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. Quantitative data is used to analyze student scores. Quantitative data is collected and analyzed by calculating the speaking test scores.

FINDINGS AND DISCUSSIONS

Findings

Pre-cycle

In the pre-cycle, the authors observed students' interaction in English learning, interviewed the English teacher, and gave students a pre-test to find out their English skills and problems, especially their speaking ability. The result of the observation showed that the students of class XI were less interested in learning English. They felt that the learning process in class was not fun and confusing. The classroom atmosphere is not lively, and students do not actively participate in learning. In an interview with the English teacher, he confessed that most of the students are capable but not confident in speaking English. On the other hand, the students' interview results showed that the lack of practice given by the English teacher made it difficult for the students to speak English. As a result, the classroom atmosphere becomes less pleasant.

From the data above, the authors conclude that students of class XI IPS 1 lack confidence in speaking English. This can be seen from the speaking test results, which show low scores individually and in groups. When referring to the passing score, no one passed the success criteria. From the observation and interviews, the authors saw that forcing students to speak was pointless, and they needed more fun learning. Therefore, the authors used the debate method to help improve students' learning and speaking ability.

Cycle one

The first cycle was conducted in two meetings. Each meeting was conducted for ninety minutes. The authors observed all activities in the classroom. Based on the observation, some students seemed interested in the teaching technique used. This can be seen from their enthusiasm for conducting debates. However, some students were still not interested. In addition, students still have low motivation in participating in speaking learning activities. The students also found it difficult to express their ideas due to the lack of vocabulary. The test results showed that the percentage of students who met the completeness criteria was 18.75% and the class average was only 54.37%. The researcher then considered revising the actions that could be used to support the achievement of speaking skills. From the students' average scores and observation results, in cycle I, the authors realized that this action research should be undertaken in cycle II.

Cycle two

The second cycle was conducted for two meetings. Each meeting was conducted for ninety minutes. The author observed all activities in the classroom. Based on the observation, students were active in discussing and giving opinions. And there was an improvement in the teaching and learning process. This can be seen from the increasing number of students who reached the completeness criteria is 62, 5 % and the class percentage result of 69.37%.

Discussions

Classroom activities using debates should optimize the chance for students to use the target language for meaningful purposes, with attention to the messages they are talking about rather than correct language structures. Students are allowed to focus on their own learning process and develop the proper techniques for independent learning. Teachers will provide more topics, giving students time to think and respond to in-class interactions. After making students feel comfortable in using the language, it seems advisable to challenge them to think critically about the language. By using debates, students' speaking ability will improve.

The application of the debate technique in this study has a good effect on students' speaking ability and can also create a positive learning atmosphere during teaching and learning activities. Based on the research results and observation process, the researcher can prove that there is a significant improvement in students' speaking ability.

The results showed that this research fulfilled the success criteria in two cycles. Based on the results of post-test 1, it can be seen that only 3 students (18.75%) achieved the success criteria in speaking. To overcome this, the author gave a very good conception at the beginning of the meeting to arouse students' enthusiasm and interest in learning and explain the material more clearly to build a conducive class and provide opportunities for students to ask questions and objectives in the debate. After a few weeks of applying this method, the author was pleased that the effort to improve students' speaking mastery had been achieved. Ten out of sixteen students (62.5%) passed the debate method applied in this research.

In addition, the observation sheet, interviews, and several tests applied can prove that students are active and enthusiastic during the learning process to improve their speaking skills through the debate method. This can be seen from the improvement of the observation sheet which shows that almost all students are interested in learning English, especially in speaking. From the interview results, some students also stated that this debate method can improve their speaking fluency in conveying their opinions and can foster critical thinking skills. This method can be applied to English language learning, especially in developing oral communication, and can create a more active and fun classroom atmosphere. Therefore, the author can conclude that the debate method is able to help students in improving English speaking skills.

Reviewing the productive actions in each cycle, the authors found some best practices after the application of debate techniques in specific contexts. The success story of improving students' speaking ability usually depends on the teacher's efficient way of teaching, including the manner of teaching, goal-oriented teaching, progressiveness, learning shifts, pace and variety, and encouragement.

Importantly, encouragement and praise or an overall optimistic attitude have become a way for teachers to inspire students to learn. Students feel respected because, in each learning cycle, they felt their teacher was helpful and appreciative, guiding them in speaking. This encourages them to learn English, especially in communicating to convey their opinions and ideas. Giving praise, and an overall optimistic attitude in inspiring students to learn is connected to student engagement (Ginting, 2021). In so doing, the teachers give the emphasis on the role of encouragement. When teachers provide these positive teaching strategies, students feel motivated and supported in their learning journey.

The positive attitude displayed by teachers creates a respectful and nurturing environment for students. By feeling respected, students become more actively engaged in the learning process. Moreover, when students receive assistance and appreciation from their teachers, they gain confidence in expressing their opinions and ideas. This confidence boosts their engagement in learning English, as they feel encouraged to actively participate and contribute during language activities. Overall, the connection to engagement lies in the positive teacher-student interactions, the sense of respect and support, and the focus on active participation and communication. These factors contribute to increased student engagement by fostering motivation, confidence, and a positive learning environment.

CONCLUSION

Based on the results and discussion, the authors concluded that using debate techniques to improve students' speaking skills in class XI IPS 1 can be successful. This can be seen from the acquisition of student scores from the pre-cycle, first cycle, to the second cycle, which has increased. In the pre-cycle, the average student score was 45.93%. From the average score, it can be said that no student scored up to the standard of minimum completeness. In the first cycle, 3 students, or only 18.75% of students reached the Standard of minimum completeness score. The class average in the first cycle was 54.37%. However, in this cycle, the teacher did not monitor all groups. In terms of students, most students were less enthusiastic about the teaching and learning process. In the second cycle, there was an increase in the number of students who scored above the standard of minimum completeness, namely 10 people or 62.5% and the class average score was 69.37%. Meanwhile, from the observation sheet, the teacher can improve his ability to teach. The students were active in giving opinions through debate activities.

These results can help EFL teachers use debate techniques to improve students' speaking skills so that students become more active and enthusiastic about the material being studied. EFL teachers should also master other techniques or methods in learning to create a fun and friendly classroom atmosphere. Finally, for future researchers, it is suggested that these findings can be used as a reference and comparison to research teaching using debate techniques. This finding can help the teachers.

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IMPROVING VOCABULARY MASTERY THROUGH SEGONG GAME FOR FIRST-GRADE STUDENTS AT ALOK PUBLIC JUNIOR HIGH SCHOOL

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Abstract:

Vocabulary proficiency plays a vital role in English language acquisition, enabling individuals to comprehend written texts and effectively articulate their ideas in oral and written communication. This article presents an academic study that focuses on enhancing the vocabulary competency of first-grade students through the implementation of traditional Segong activities. The research was conducted in the context of Alok Public Junior High School during the academic year 2022/2023. This study reexamines the efficacy of employing specific Segong traditional games as a strategy to facilitate the development of English vocabulary among students in an educational setting. The Segong game format was utilized to enhance students' vocabulary knowledge while harnessing the teacher's instructional prowess. The research employed a two-cycle classroom action research methodology, incorporating assessments, questionnaires, and observations to gather data. The findings reveal a substantial improvement in vocabulary mastery, as evidenced by an initial data analysis showing a percentage increase of 18% in the pre-cycles. Notably, the first cycle demonstrated a growth rate of 63%, while the second cycle witnessed a remarkable increase of 85.72%. These outcomes affirm the effectiveness of the Segong game in enhancing English vocabulary acquisition.

Key Terms: *Segong game, vocabulary mastery, classroom action research*

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INTRODUCTION

English is an international language that is used in every field of science. Sagala (2019) states that language is widely considered to be the essential communication instrument to convey information. In learning English, there are four skill. Susini and Ndruru (2021) stated that four basic skills must be mastered in learning English: listening, speaking, reading, and writing. The most important thing to know and learn first in learning is vocabulary. According to Flyman et al. (2013), vocabulary is the building block of language that contains information about meaning and its applications. In addition, vocabulary is one of the English components that have an important role in understanding reading and expressing all ideas in writing or pronunciation (Inayatul, 2013). In learning English, a student must have experienced an obstacle in learning. Irham and Wiyani (2013) state that difficulty in learning is a situation when students experience obstacles in participating in the teaching and learning process to

achieve learning outcomes that are not optimal. According to Blassic and Jones (in Irham and Wiyani 2013), the difficulties experienced by students in learning indicate a gap between expected academic achievement and what students achieve. In learning English, several problems are often found, including (1) The teacher is unpleasant during the lesson, (2) The teacher's teaching method is less interactive or passive, (3) In the classroom, there are completely passive students, (4) The teacher is not an expert in teaching English lessons, (5) Some students make noise so that the classroom atmosphere becomes noisy.

Learning problems come from internal factors, including attitude towards learning, learning motivation, learning concentration, and learning habits, and external factors, including the learning process driven by students' intrinsic motivation. The learning process can also occur when encouraged by the learner's environment (Roinah, 2019). Furthermore, internal factor problems include: student characteristics, attitudes towards learning, learning concentration, ability to process learning materials, ability to explore learning outcomes, self-confidence, and learning habits. According to Norrby (2013), vocabulary is the building block of language containing information about meaning and its applications. As Anzar and Mardhatilah (2017) state external factors include: Teacher factors, social environment, curriculum and infrastructure.

This results in teachers having to find solutions to find methods that feel interesting and suitable to be applied in learning English. Generally, teachers will use the memorization method, but according to Syafrizal (2019), memorization without further action to store the memorized words in memory is meaningless, especially for children who tend to be more difficult and uninterested in memorizing. Children of elementary and junior high school age usually experience this problem. In this case, children at Junior High School age, especially those in first grade, mostly still like to play because it is a transition period from childhood to adolescence so that teachers can slip learning methods while playing in delivering lessons. Being in the digital era, everyone is required to accept civilization, but in the midst of the digital turmoil that echoes, we do not realize that our culture is slowly starting to disappear along with the times. Realizing this, as a young generation who loves culture, authors try to carry out an English learning method using traditional games. In addition to preserving culture, the use of traditional games as a medium for learning English vocabulary also aims to generate pleasure in students while learning. Marzoan and Hamidi (2017:46) concluded that "traditional games are activities that are carried out voluntarily and cause pleasure for the perpetrators, governed by game rules that are carried out based on hereditary traditions".

In this study, authors apply Segong (a traditional game from Sikka). The Segong game is quite popular among the community, but the term differs in various regions. For example, Java uses the term "Engklek," then in Batak Toba, the game is called "Marsitekka" and in English uses the term "Hopscotch". Segong games can be one of the traditional games that are suitable to be used as a medium for learning vocabulary. According to Ali & Aqobah, Engklek (Segong) can be used as a tool to remember lesson concepts. With the Segong game, students are expected to have more fun and relax when learning English vocabulary. These traditional games can also improve children's intelligence and thinking skills in developing new vocabulary. Subagiyo in Mulyani (2016) says that traditional games have several benefits,

including developing children's emotional, musical, spiritual, natural, and intellectual intelligence. Segong games can be used as a learning medium to improve English vocabulary mastery.

From the explanation above, it can be seen that mastery of English vocabulary is very important, but not everyone has it. First-grade students at Alok Public Junior High School also experience this problem. In this connection, the authors will conduct a study titled Improving Vocabulary Mastery through Segong Game for First Grade Students at Alok Public Junior High School. Research related to the use of *engklek* (Segong) games to improve English vocabulary mastery has been conducted (Yulianti, 2017; Authar et al., 2021). The results of these studies show that. Using *engklek* as a learning media can easily enhance students' vocabulary mastery skills (Authar et al., 2021). In addition, *engklek* game can also be an effective media for English language learning media (especially vocabulary) because it is easy to use and economical (Yulianti, 2017). The application of *engklek* as a learning media in other subjects such as mathematics and natural sciences has been conducted (Anggraini & Pujiastuti, 2020; Rosa, 2019; Zein & Rahayu, 2022). The results of other studies show that the application of *engklek* game as a learning media has an effect in increasing student motivation and learning outcomes on environmental pollution material in natural sciences subject (Zein & Rahayu, 2022). In addition, using *engklek* game as a learning media can improve student scores (Rosa, 2019), and make students more enthusiastic and relaxed in learning mathematics (Anggraini & Pujiastuti, 2020).

METHOD

The aim of this classroom action research is to improve students' vocabulary. This study employs both qualitative and quantitative data. The information assortment technique was directed by perception. The authors directed a Segong game to test the students' vocabulary mastery in Alok Public Junior High School, by placing every word into flashcard that had been made, then the students were approached to answer the word given by the authors.

This action required two weeks, where on the first day the authors directed a site study and information assortment of students in Alok Public Junior High School before the Segong game was held, then, at that point, on the second day the authors give test for the students to know about their vocabulary mastery before apply Segong game. On the ninth day, the authors led perceptions and information assortment subsequent to playing the Segong game. Perceptions were made for three days during the authors training in the field. Chalk, edan, colorful flashcard, and the provided vocabulary are the materials and tools used.

The method for gathering data was through observation where the data were taken from students' vocabulary mastery in Alok Public Junior High School. The students needed to answer the vocabulary that were write on flashcard after they dropped the "edan" and jump on Segong. The students' vocabulary will be counted and weighed to determine their score. Twenty-eight students from Alok Public Junior High School participated in the Segong game individually. The students participated in the Segong game activity for approximately 40

minutes. Each gathering that plays should answer the word that has been given in the flashcard. They are enthusiastic about playing Segong for vocabulary mastery because they will receive a reward and compliment for answering with the most vocabulary.

To apply the Segong game, the authors follow some procedures, such as (1) Coordinating students to make a line in front of the class, (2) Students will sequentially throw edan in the Segong game box, (3) Students start playing by jumping over each number box and stop at the box containing edan that has been thrown before. (4) The authors asks questions in the form of vocabulary in flashcards according to the number of the box containing ‘edan’, (5) Students read the vocabulary and translate it, (6) The game is continued by the next student in the same way.

FINDINGS AND DISCUSSIONS

Findings

Pre-cycle

In the pre-cycle activity, the author first made observations on March 29, 2023 at the alok public high school with the research subject being 28 first grade students. In this activity, the author observed students' interest in learning English. Authors also interviewed the English teacher and several students after following the English learning activities in class. From the observations and interviews, it is known that students have a low interest in learning English. This is due to several things (from the students' point of view): (1) the classroom atmosphere is not conducive, so students find it difficult to follow the lesson well. Many students during the learning process, (2) Smart students often dominate in answering questions given by the teacher, (3) Students lack confidence to participate in the learning process actively, and (4) According to students, the teacher's teaching method is still monotonous, because it only makes books the only source of learning. Meanwhile, from the teacher's point of view, it can be seen that: (1) Following the 2013 curriculum, English lessons at the elementary school level were eliminated, so some students did not have a strong basic knowledge of English, (2) Alok Public Junior High School has inadequate facilities and minimal source books, because it is still classified as a newly established school, (3) The stigma about the difficulty of learning English has been formed in the minds of students. This problem happened because of low student interest in learning.

The results are shown in the table:

Table 1. Students' learning outcomes in the pre-cycle

Statistics	Score
Highest Value	85
Lowest Value	55
Minimum Completeness Criteria	71
Average	65
Passing Grade	5
Not Passing Grade	23

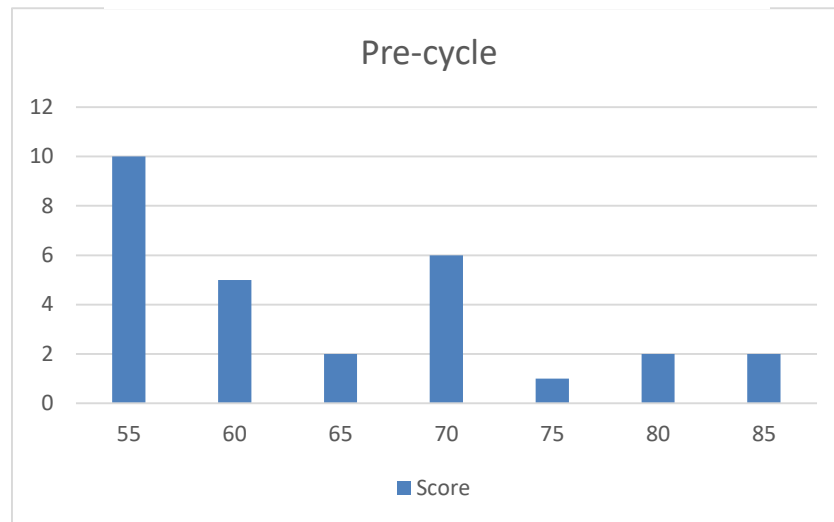


Figure 1. Students' learning outcomes in the pre-cycle

From the data on the written test results above, of the 28 students who took the test students scored above the minimum completeness criteria. In comparison, the other 23 students could not reach the minimum completeness criteria with the percentage being 18%. This means that only a small proportion of students are able to reach the minimum completeness criteria. After seeing the test result conducted by students, the author planned to conduct cycle I by applying the Segong game media to attract students' interest in learning English.

Cycle I

Based on the results of the vocabulary pre-test, it can be seen that the number of students who have not reached the minimum completeness criteria on the vocab test is very low. Concerning that, the authors apply Segong game as one of the learning media in cycle I, playing while learning is the most fun for children of their age. Cycle I was held on April 5, 2023 with a total of 28 students. The authors expect and practice the vocabulary learned.

Table 2. Students' learning outcomes in the cycle I

Statistics	Score
Highest Value	85
Lowest Value	55
Minimum Completeness Criteria	71
Average	73
Passing Grade	18
Not Passing Grade	10

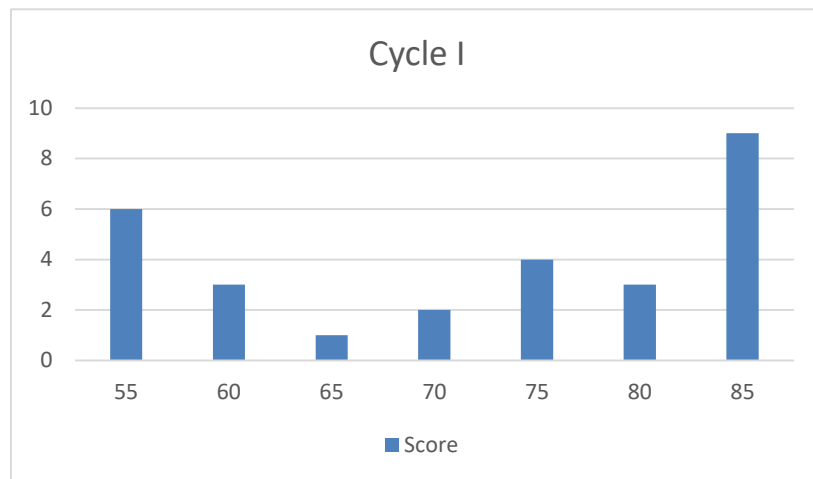


Figure 2. Students' learning outcomes in the cycle I

Based on the results of cycle I, 18 students had successfully passed the minimum completeness criteria and people had not reached the minimum completeness criteria, with the percentage being 63%. This means that only a small proportion of students are able to reach the minimum completeness criteria. As a form of self-reflection, first the author must provide a good perception as an opening learning activity to attract students' interest. Second the author asks students not to use a dictionary. Third the need for a more detailed explanation of the Segong game. Fourth the author has not been able to control the class properly. Therefore, based on the students' average scores and the results of observations during cycle I, the author realizes that this research must be continued to cycle II.

Cycle II

In this second cycle, the implementation activities went well. Cycle II was held on April 12, 2023 with a total of 28 students. The activity begins with a good perception so that students look enthusiastic about participating in learning activities in class. Students focus more attention and actively participate in classroom activities because the author provides instructions related to the Segong game so that students memorize more and know different vocabulary in each round.

The author and the English teacher feel happy because the effort to improve vocabulary mastery, reading skills and memory ability has been successfully realized through the Segong game.

Table 3. Students' learning outcomes in the cycle II

Statistics	Score
Highest Value	85
Lowest Value	55
Minimum Completeness Criteria	71
Average	73
Passing Grade	24
Not Passing Grade	4

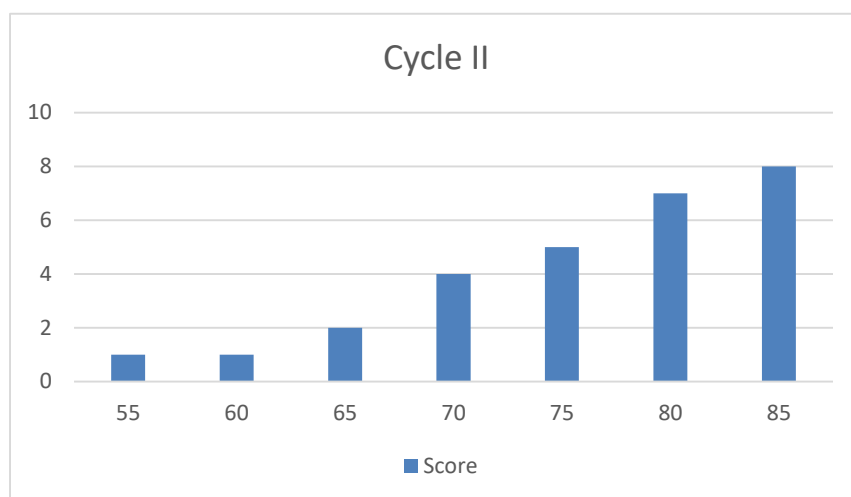


Chart 3. Students' learning outcomes in the cycle II

The authors and the English teacher are satisfied because their efforts to improve students' vocabulary skills in reading and listening skills have been realized. The results of the second test showed that 24 students (85,72%) had score above the minimum completeness criteria meanwhile 4 students did not pass the minimum completeness criteria (14,28%) as well on the listening test. Moreover, the observation sheet, interview, and questionnaire prove that students are active, enthusiastic, and collaborative during the learning process through the game. Therefore, the second cycle has met the minimum completeness criteria reflecting on the research instruments provided. The authors and English teachers successfully improved students' vocabulary through the Segong game technique that they decided to discontinue classroom action research and follow a plan previously discussed by the authors and teachers.

Discussion

The results showed that this study met the author's criteria in the two cycles. Based on the post-test results, only five students with a percentage of 18%, were successful. Therefore, the author provides a good perception at the beginning of the activity so that the class atmosphere runs well, of course, with the teacher's help so that the class atmosphere is conducive. By providing perceptions, students will be more active during the game, not only that students can better understand the steps of the game so that there are no obstacles during play. After one month of applying this Segong game, the author feels satisfied because the effort to improve students' vocabulary has been realized. In Cycle I 63%, Cycle II was held with a percentage of 85.72% which successfully exceeded the minimum completeness criteria. All students showed great enthusiasm during the game. This proves that through Segong game the students understood all the instructions and actively participated. Therefore, Segong game can be considered as a good medium to help students' vocabulary retention.

The study provides insights into the effectiveness of the Segong game as a tool for improving students' vocabulary retention. Segong game has shown promising results in enhancing vocabulary skills. This finding implies that incorporating interactive and engaging activities, like games, into language learning can be a beneficial approach for students. When students feel comfortable and motivated in their learning environment, they are more likely to

actively engage with the material and participate in activities. When students are actively engaged, they are more focused, attentive, and motivated to understand and absorb the content being taught. This heightened level of engagement often results in better comprehension, retention, and application of knowledge and skills (Ginting, 2021).

Reflecting on the productive actions in each cycle, the author can reveal some practices with the best results, following the application of Segong game in the context that the author faced. For vocabulary improvement, students usually depend on the teacher's efficient way of teaching or stick to books, so that students' learning ability is delayed. Moreover, the school where the author conducted the research is a new school with inadequate facilities such as lack of books, inadequate technology (Such as; speakers, LCD, etc.).

In addition, this study also highlights the significance of continuous reflection and improvement in teaching practices. This is one of the characteristics of 21 century teachers. Teachers should regularly assess their methods, identify areas for improvement, and adapt their approaches accordingly (Ginting, 2018). By constantly seeking ways to enhance instructional techniques, teachers can optimize the learning experience for their students. Reflection allows teachers to critically examine their instructional methods, strategies, and outcomes, and make necessary adjustments to improve student learning. Moreover, this pedagogical practice provides teachers with an opportunity for personal and professional growth. By reflecting on their teaching practices, teachers can identify their strengths and areas that need improvement. This self-awareness helps teachers develop a deeper understanding of their teaching style, pedagogical approaches, and the impact they have on student learning. In conclusion, reflective practice enables teachers to refine their skills, expand their knowledge, and continuously evolve as effective educators.

Regarding the progress of teaching and learning process, teachers have done their best through techniques that allow students to progress. Each instrument is assessed and discussed, allowing students to improve their language skills, especially vocabulary mastery in reading and listening. Everything done in each cycle ends with students feeling one step closer to their goals. Teachers also build opportunities to test students' progress through practice, exercises, and tests that will inevitably be held after this study is completed.

CONCLUSION

After applying Segong game in English learning activities in class VII of Alok Public Junior High School, the authors found an improvement in students' vocabulary mastery. During the English learning activities with Segong game, the classroom atmosphere became more fun, making students more enthusiastic in learning. With high enthusiasm for learning, students can have better vocabulary mastery skills. This is evidenced by the increase in the percentage of students who reached the passing grade, which initially was only 18% to 82.75%. In addition, the teacher's assistance in the research process was very helpful to the authors, such as helping to direct, provide support and advice so that the classroom atmosphere during the research became more conducive and coordinated.

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Strategi Membaca Teks Naratif Bahasa Mandarin Mahasiswa di Kelas Membaca

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Abstrak: Tulisan ini bertujuan untuk menggambarkan upaya-upaya mahasiswa untuk memahami teks naratif bahasa Mandarin dan meneliti faktor-faktor yang mempengaruhi pemahaman mahasiswa. Menggunakan metode deskriptif kualitatif, penelitian menggunakan media google form dan wawancara melalui Microsoft Teams untuk pengumpulan data. Dari hasil penelitian yang dilakukan ditemukan bahwa mayoritas responden (90%) termasuk dalam kategori tinggi, sementara 10% lainnya masuk dalam kategori menengah dan kategori rendah. Faktor-faktor yang mempengaruhi pemahaman mahasiswa terdiri dari dukungan keluarga, minat terhadap bahasa Mandarin, frekuensi belajar bahasa Mandarin, dan media belajar yang digunakan.

Kata kunci: *teks naratif bahasa Mandarin, kemampuan pemahaman teks, faktor yang mempengaruhi pemahaman teks*

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PENDAHULUAN

Bahasa Mandarin merupakan bahasa yang banyak dipelajari oleh semua orang dari seluruh penjuru dunia selain bahasa Inggris. Bahasa Mandarin merupakan bahasa yang memiliki penutur paling banyak digunakan di dunia ini (Arora, 2018). Karena perannya yang penting dalam berkomunikasi, bahasa Mandarin menjadi pelajaran yang diajarkan mulai dari pendidikan tingkat dasar sampai tingkat perguruan tinggi. Namun demikian, membaca aksara dalam bahasa Mandarin tidak selalu mudah bagi pemelajar Indonesia karena sistem aksara dari kedua bahasa ini berbeda. Bahasa Mandarin memiliki aksara Han sebagai simbol yang digunakan dalam bahasa tulisan untuk memvisualisasikan bahasa Mandarin (Huang, 2014). Aksara Han merupakan aksara yang dibentuk dari goresan atau komponen yang ditulis dengan urutan tertentu dan disusun secara simetris pada satu bidang persegi (Ina, 2020) dengan aksara yang memiliki lebih dari 6000 karakter (Sunarti dkk (2020).

Karena itulah, pemelajar memerlukan beberapa strategi membaca yang dapat membantu mereka mempelajari serta memahami aksara *Han*. Menurut Sorrell (1996) ada tahap-tahap dalam suatu memori dan pengaruhnya terhadap pembelajaran, tahap-tahap tersebut antara lain register

sensorik, memori kerja (bagian memori jangka pendek yang berkaitan dengan pemrosesan persepsi dan linguistik), dan memori jangka panjang. Ada beberapa strategi membaca yang dapat pelajar terapkan untuk meningkatkan kemampuan membaca seseorang antara lain, membaca ulang, kata kunci, dan tanya jawab. Selain itu, ada faktor internal dan eksternal yang dapat mempengaruhi peningkatan kemampuan membaca pelajar. Akan tetapi kemampuan tiap individu untuk memproses suatu informasi dapat berbeda-beda, hal ini bisa dikarenakan oleh perbedaan usia, kepercayaan, ketertarikan, kebiasaan, dan pengetahuan yang dimiliki sebelumnya.

Penelitian ini bertujuan untuk meneliti tentang bagaimana strategi mahasiswa dalam memahami teks naratif Bahasa Mandarin dengan baik dan faktor-faktor yang berpengaruh terhadap kemampuan membaca mahasiswa. Diharapkan penelitian dapat memberikan wawasan yang lebih dalam tentang strategi mahasiswa dalam memahami teks naratif Bahasa Mandarin untuk membantu meningkatkan pemahaman umum tentang proses pembelajaran Bahasa Mandarin.

KAJIAN PUSTAKA

Strategi Membaca

Strategi membaca dapat dianggap sebagai input yang merangsang register sensorik pelajar. Strategi membaca dapat disimpan dalam memori jangka panjang ketika pelajar akrab dengan mereka. *Montgomery County Public Schools* (sumber online), Sorrel (1996) dan Fehrenbach (1991) menyarankan berbagai strategi membaca, seperti membaca ulang, memindai, meringkas, kata kunci, petunjuk konteks, hubungan tanya jawab (disebut juga Q&A), menyimpulkan, berpikir keras, mengaktifkan pengetahuan sebelumnya, menetapkan tujuan, dan menarik kesimpulan. Tetapi hanya tiga strategi membaca yang dapat membantu pelajar memahami teks saat pembelajaran daring, yaitu membaca ulang, kata kunci, tanya jawab, *skimming*, *scanning*, *predicting*, *inferring*, *guessing word meaning*, *background knowledge*.

Jenis-jenis strategi membaca

Membaca ulang

Membaca ulang adalah strategi pedagogis yang berguna, di mana dengan jelas membantu meningkatkan kemampuan membaca pelajar dan memiliki koneksi yang kritis dengan pemahaman membaca (Nathan & Stanovich, 1991; Olmscheid, 1999). Di dalam studi Glenzer (2000)

disimpulkan bahwa strategi membaca ulang membantu siswa untuk mengintensifkan kesan mereka tentang bagian bacaan kesukaan dan membuat hubungan yang lebih dalam dengan teks.

我的家有四口人。他们是爸爸，妈妈，妹妹，和我。他们是很好的人，我爱他们。爸爸和妈妈一直帮我和我的妹妹，然后我的妹妹跟我一直一起玩儿。

Dari contoh teks bacaan bahasa mandarin tersebut, pelajar dengan strategi membaca ulang akan membaca teks bacaan tersebut secara berulang dengan suara yang lantang sehingga informasi dapat masuk dan disaring ke otak melalui visual dan auditori.

Strategi kata kunci

Strategi kata kunci adalah cara untuk mengidentifikasi fokus teks. Sebagian besar studi yang menggunakan strategi kata kunci menunjukkan efek yang signifikan pada pemahaman membaca. Strategi kata kunci berguna dalam pembelajaran kosa kata dan dianggap sebagai label verbal untuk konsep (Sadoski, 2005). Kebanyakan studi telah mengkonfirmasi bahwa strategi kata kunci efektif untuk mempelajari kosa kata lainnya yang baru dan meningkatkan nilai tes pemahaman.

我的家有四口人。他们是爸爸，妈妈，妹妹，和我。他们是很好的人，我爱他们。爸爸和妈妈一直帮我和我的妹妹，然后我的妹妹跟我一直一起玩儿。

Salah satu contohnya adalah ketika guru atau dosen memberikan teks seperti contoh diatas, pelajar akan menemukan dan mencatat kata kunci atau kosa kata penting yang ada di dalam kalimat tersebut, misalnya kata kuncinya adalah 家人, kemudian mereka mempelajari kosakata tersebut, sehingga pelajar dapat mengetahui gambaran umum teks yang dibaca.

Strategi tanya jawab

Strategi tanya jawab berupa label tanya jawab yang berguna untuk menyorot teks untuk menghubungkan jawaban atas pertanyaan yang diajukan sebelumnya. Istilah ini berasal dari konsep hubungan tanya jawab (Q&AR) yang dikembangkan oleh Taffy Raphael pada tahun 1982 (McIntosh & Draper, 1995). Raphael (1982) menemukan bahwa pelajar yang menggunakan strategi tanya jawab dapat menemukan informasi di dalam teks, dan mereka dapat menjawab pertanyaan dengan benar. Selain itu, Finch (2003) juga menemukan efek dari strategi tanya jawab pada dorongan serta memotivasi pelajar untuk mengambil tanggung jawab untuk belajar mereka.

Pelajar dapat membuat pertanyaan dan menjawabnya sendiri. Sebagai tambahan, tanya jawab dapat meningkatkan kesadaran metakognitif pelajar (Benito dkk., 1993).

我的家有四口人。他们是爸爸，妈妈，妹妹，和我。他们是很好的人，我爱他们。爸爸和妈妈一直帮我和我的妹妹，然后我的妹妹跟我一直一起玩儿。

Contoh untuk strategi tanya jawab adalah ketika di dalam sebuah kelompok belajar, ada 1 orang yang bertanya hal-hal yang berkaitan dengan teks di atas sedangkan yang lain akan menjawab, di sini mereka dapat melatih diri mereka dan menemukan jawaban yang lebih tepat melalui jawaban dari anggota yang lain.

Skimming

Skimming adalah keterampilan membaca secara cepat untuk mendapatkan ide pokok atau hal penting lainnya. Macleod (2013) mencatat bahwa *skimming* melibatkan tinjauan menyeluruh dari sebuah teks dan menyiratkan kompetensi membaca. Menurut Djuwarsih (2006), *skimming* adalah kemampuan untuk mendapat ide umum dari suatu teks. Maxwell (1971) mengatakan bahwa *skimming* awal untuk menentukan lokasi poin utama tidak hanya membantu pembaca mengatur ide-idenya, tetapi juga meningkatkan kepercayaan dirinya bahwa dia dapat memahami dan menyimpan informasi.

我的家有四口人。他们是爸爸，妈妈，妹妹，和我。他们是很好的人，我爱他们。爸爸和妈妈一直帮我和我的妹妹，然后我的妹妹跟我一直一起玩儿。

Salah satu contohnya adalah saat guru atau dosen memberikan teks bacaan bahasa Mandarin dan pelajar secara cepat membaca teks tersebut untuk mencari ide pokoknya saja, misalnya ide pokoknya adalah jumlah anggota keluarga.

Scanning

Scanning lebih ke arah aktivitas yang terbatas, hanya mengambil informasi yang relevan dengan suatu tujuan. Vaezi (2006) mengatakan bahwa *scanning* adalah membaca cepat untuk menemukan informasi tertentu. Berdasarkan pendapat Casey (2003), *scanning* adalah perangkat yang digunakan untuk menemukan detail informasi spesifik yang mungkin ditanyakan di akhir tugas. Brown (2001) mengatakan bahwa *scanning* berarti secara cepat mencari beberapa potongan

informasi tertentu dalam sebuah teks. Di sini dikatakan bahwa dengan menggunakan *scanning*, pembaca hanya perlu mengekstrak informasi tertentu tanpa membaca keseluruhan teks. Contoh strategi *scanning* adalah ketika guru atau dosen memberikan kosa kata 我们(wǒmen), maka pelajar akan mencari di daftar kosa kata karakter yang berawal dengan 我(wǒ).

Predicting

Strategi yang selanjutnya adalah *predicting*. *Prediction* adalah strategi dasar untuk menggunakan pengetahuan sebelumnya untuk memahami sebuah teks. Keterampilan prediksi sangat bergantung pada pengetahuan seseorang sebelumnya mengenai dunia and bahasa. Casey (2003) menyimpulkan bahwa menggunakan strategi *predicting* efektif dalam meningkatkan kemampuan membaca pelajar. Selama proses pembelajaran, pelajar diminta untuk mengidentifikasi tebakan mereka yang sesuai dengan materi yang disampaikan, lalu di akhir pelajaran, pengajar akan menanyakan ada berapa tebakan pelajar yang benar.

我的家有四口人。他们是爸爸，妈妈，妹妹，和我。他们是很好的人，我爱他们。爸爸和妈妈一直帮我和我的妹妹，然后我的妹妹跟我一直一起玩儿。问：你为什么爱你的家人？

Contohnya adalah pelajar diberikan sebuah teks bahasa Mandarin seperti contoh di atas dan diberikan pula pertanyaan yang berkaitan dengan teks tersebut, lalu pelajar menebak jawaban apa yang paling tepat.

Inferring

Inferring mirip dengan berpikir keras atau memprediksi selama proses pembelajaran. Untuk strategi ini, dalam membimbing pelajar dengan model ini, antara lain membaca atau memparafrase teks, bimbing pelajar untuk menetapkan arti konteksnya, ajukan pertanyaan kepada pelajar (Beck, 2002): Apa yang dikatakan? Apa yang sedang terjadi? Apakah ada yang lain? Bimbing pelajar untuk memberikan identifikasi awal/alasan makna, untuk mempertimbangkan arti lain yang mungkin, dan untuk meringkas makna konteks dalam kata-kata mereka.

我的家有四口人。他们是爸爸，妈妈，妹妹，和我。他们是很好的人，我爱他们。爸爸和妈妈一直帮我和我的妹妹，然后我的妹妹跟我一直一起玩儿。

Salah satu contohnya adalah pelajar membaca dan memahami teks bacaan bahasa Mandarin lalu pelajar mencatat hal-hal penting apa saja yang mereka dapat dari teks tersebut, kemudian membuat kesimpulan mengenai arti atau makna yang dapat mereka temukan dari teks yang telah dibaca.

Guessing word meaning

Guessing Word Meaning atau menebak makna kata dapat disebut juga sebagai strategi Zigsaw. Strategi zigsaw adalah strategi yang mengharapkan adanya peran aktif pelajar dalam sebuah kerja kelompok untuk menemukan makna kosakata baru. Klippel (1989) menyebutkan bahwa strategi ini memiliki 4 tujuan, yaitu pertama, mencari kosakata baru, kosa kata yang dicari adalah kosa kata yang berasal dari sebuah tebakan atau pertanyaan yang sengaja diajukan, kedua, menemukan kosakata yang dicari, pelajar dapat merangkai huruf depan dari setiap kata menjadi sebuah kata baru, ketiga, pelajar dapat menyusun kalimat dengan menggunakan kosakata yang baru didapat dari sebuah pertanyaan, keempat, bekerjasama antar individu dalam sebuah kelompok merupakan hakikat yang ingin dicapai dari implementasi strategi tersebut.

我的家有四口人。他们是爸爸，妈妈，妹妹，和我。他们是很好的，我爱他们。爸爸和妈妈一直帮我和我的妹妹，还有我的妹妹跟我一直一起玩儿。

Contohnya adalah ketika berada di dalam sebuah kelompok belajar, pelajar menemukan kosa kata yang baru dan setiap anggota mencari makna dari kosakata tersebut. Selain itu, mereka dapat mengambil huruf depannya saja dan membuat kosa kata yang baru dan belum pernah mereka pelajari sebelumnya. Misalnya adalah kosa kata 还有 (*háiyǒu*), karakter bagian depan adalah 还 (*hái*), bila pelajar ingin membuat kosakata baru dengan karakter tersebut, salah satu yang dapat mereka temukan adalah 还是 (*háishì*).

Background knowledge

Background knowledge artinya pengetahuan yang pernah kita alami secara langsung sebelumnya. Stevens (1982) mendefinisikan *background knowledge* cukup sederhana sebagai sesuatu yang sudah diketahui oleh seseorang tentang suatu subjek. *Background knowledge* berbeda dengan *prior knowledge*. Swales (1990) menyebutkan bahwa *background knowledge* seharusnya

terdiri dari dua komponen utama, yaitu pengalaman dan aktivitas langsung kita, dan pengalaman dan pertemuan verbal yang berasimilasi. Ini adalah topik, kosakata, dan struktur teks *background knowledge* pembaca. Sedangkan *prior knowledge* dapat berasal dari pengalaman atau dari membaca.

Contohnya adalah seorang pelajar membaca kosa kata dengan topik keluarga, mereka dapat mengetahui arti dari kosa kata 妈妈(māmā) , 爸爸(bàba) , 哥哥(gēgē) , 弟弟(dìdì) , 姐姐(jiějiě) , 妹妹(mèimei) , karena kosa kata tersebut dengan kebiasaan pelajar memanggil anggota keluarganya banyak yang memiliki kemiripan, contohnya adalah 哥哥 yang mirip dengan koko/kakak laki-laki dan 姐姐 yang mirip dengan cece/kakak perempuan.

METODE

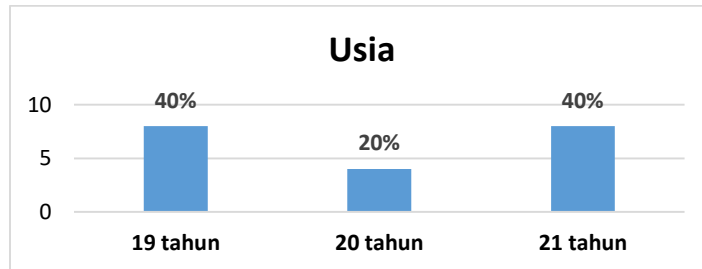
Desain Penelitian

Metode penelitian ini adalah metode deskriptif kualitatif yang bertujuan untuk menggambarkan strategi mahasiswa dalam membaca aksara Bahasa Mandarin. Sebelum penelitian dilaksanakan, peneliti telah mendapatkan izin kepada dosen dan para mahasiswa yang bersangkutan untuk. Kelas membaca diadakan melalui aplikasi *Microsoft Teams*. Kelas membaca tersebut diadakan sebanyak 2 kali pertemuan dalam 1 minggu, yaitu pada hari Senin dan Kamis. Dalam penelitian ini, peneliti berada di kelas membaca sebagai observer/pemantau. Selama kegiatan belajar mengajar, peneliti merekam kejadian dengan cara mencatat hal-hal yang berkaitan dengan penelitian dan menggunakan rekaman video. Semua hal yang direkam dan dicatat oleh peneliti menjadi data penelitian untuk menjawab rumusan masalah.

Subjek Penelitian

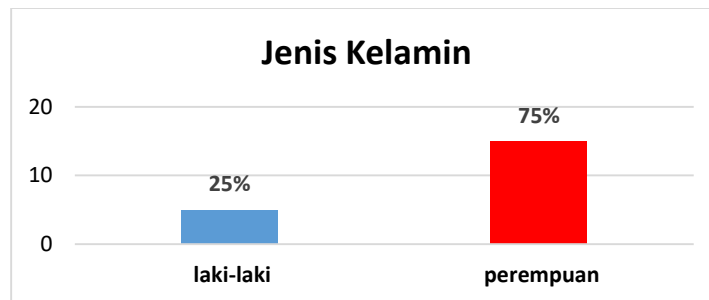
Subjek dalam penelitian ini yaitu mahasiswa dengan rentang usia 19-21 tahun yang terdiri dari 15 perempuan dan 5 laki-laki. Subjek penelitian merupakan mahasiswa universitas X prodi Y dengan kemampuan Bahasa Mandarin mereka yang cukup tinggi. Ada beberapa alasan peneliti memilih subjek tersebut. Pertama, peneliti memiliki kemudahan akses untuk memperoleh data mereka. Alasan yang kedua adalah peneliti dapat memperoleh akses untuk melakukan pengamatan di kelas membaca. Ketiga, peneliti memperoleh ijin dari subjek penelitian untuk dijadikan subjek

penelitian. Berikutnya, subjek penelitian merupakan gambaran umum mahasiswa yang belajar bahasa Mandarin di universitas X. Berdasarkan usia, responden yang berusia 19 ada sebanyak 8 orang responden (40%), responden yang berusia 20 tahun ada sebanyak 4 orang responden (20%), sedangkan responden yang berusia 21 tahun ada sebanyak 8 orang responden (40%).



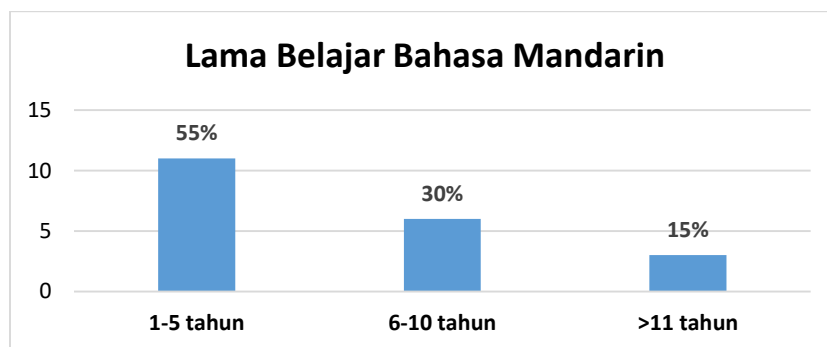
Gambar 1 Jumlah usia responden

Berdasarkan jenis kelamin, responden yang berpartisipasi ada sebanyak 5 laki-laki (25%) dan 15 perempuan (75%). Hal ini menunjukkan bahwa responden perempuan lebih banyak tiga kali lipat daripada responden laki-laki.



Gambar 2 Jumlah jenis kelamin responden

Jumlah responden yang sebelumnya pernah belajar bahasa Mandarin selama 1-5 tahun sebanyak 11 responden (55%), yang pernah belajar selama 6-10 tahun sebanyak 6 responden (30%), yang pernah belajar bahasa Mandarin selama 11 tahun atau lebih sebanyak 3 responden (15%).



Gambar 4.3 Lama Belajar Bahasa Mandarin Responden

Instrumen Penelitian

Instrumen penelitian yang digunakan oleh peneliti adalah tes. Isinya berupa teks naratif berbahasa Mandarin dan wawancara yang dilakukan melalui Microsoft Teams. Peneliti merancang tes membaca ini sendiri dengan bantuan ahli. Tes ini diberikan dalam bentuk *Google form* dan subjek diminta untuk menjawab pertanyaan-pertanyaan berdasarkan teks naratif yang sudah disediakan. Pertanyaan yang disediakan berbentuk pilihan ganda.

Dalam soal tes ada 1 paragraf dan terdiri dari 292 karakter Hànzì. Setiap pertanyaan akan disediakan 4 jawaban pilihan ganda dan di antara 4 jawaban tersebut, akan ada 2 jawaban pengecoh. Sebelum diberikan kepada subjek, peneliti melakukan uji materi tes ini terlebih dahulu agar saat tes diberikan, tidak ada kesalahan dalam soal dan pilihan jawaban. Subjek penelitian diminta untuk menjawab 10 pertanyaan berdasarkan teks naratif yang diberikan dan membaginya menjadi 3 kelompok yaitu “tinggi”, “menengah”, dan “rendah”, kemudian peneliti meminta 1 perwakilan dari setiap kelompok untuk diberikan pertanyaan mengenai strategi membaca apa yang subjek gunakan.

Untuk wawancara, peneliti menyiapkan beberapa pertanyaan mengenai faktor-faktor apa saja yang mempengaruhi subjek dalam memahami teks naratif bahasa Mandarin. Wawancara ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi subjek dalam memahami teks naratif bahasa Mandarin sehingga peneliti dapat mengetahui faktor mana yang lebih efektif untuk memahami teks bahasa Mandarin. Wawancara juga dilakukan secara *online*. Dalam wawancara ini, subjek diberi sebanyak 6 pertanyaan terkait hal-hal apa saja yang memotivasi mereka untuk belajar bahasa Mandarin.

Peneliti memilih tiga informan kunci (*key informant*) yang mewakili masing-masing kategori untuk selanjutnya digali Informasi mengenai persepsi dan pengalaman mereka yang berkaitan dengan pengalaman belajar bahasa Mandarin, minat belajar bahasa Mandarin, dukungan keluarga, dan media belajar yang digunakan. A adalah subjek penelitian yang mewakili kelompok/kategori tinggi. Sementara itu B mewakili kelompok/kategori menengah. Terakhir C adalah subjek penelitian yang mewakili kategori rendah.

Prosedur Pengumpulan Data

Dalam mengumpulkan data, peneliti melakukan beberapa prosedur, urutan prosedur yang digunakan sesuai dengan instrumen penelitian yang digunakan, yaitu yang pertama memberikan

tes dan yang kedua wawancara. Langkah-langkah yang dilakukan oleh peneliti adalah menghubungi dan meminta izin kepada dosen yang bersangkutan untuk dapat mengikuti kelas membaca, lalu menghubungi mahasiswa yang bersangkutan untuk bertanya mengenai siapa saja mahasiswa yang bersedia untuk dijadikan subjek penelitian. Kemudian peneliti mengumpulkan subjek yang lebih banyak dan membuat grup *Whatsapp* untuk memudahkan komunikasi antara peneliti dan subjek. Di dalam grup tersebut, peneliti membuat daftar hari dan tanggal pelaksanaan test dan wawancara di mana subjek diberi kebebasan untuk memilih. Berikutnya, setelah subjek mengerjakan tes dan wawancara, peneliti akan mendata nilai mereka dan membaginya menjadi 3 kelompok. Lalu peneliti memilih satu perwakilan dari 3 kelompok tersebut untuk diberikan pertanyaan mengenai faktor-faktor yang mempengaruhi subjek dalam memahami teks bahasa Mandarin.

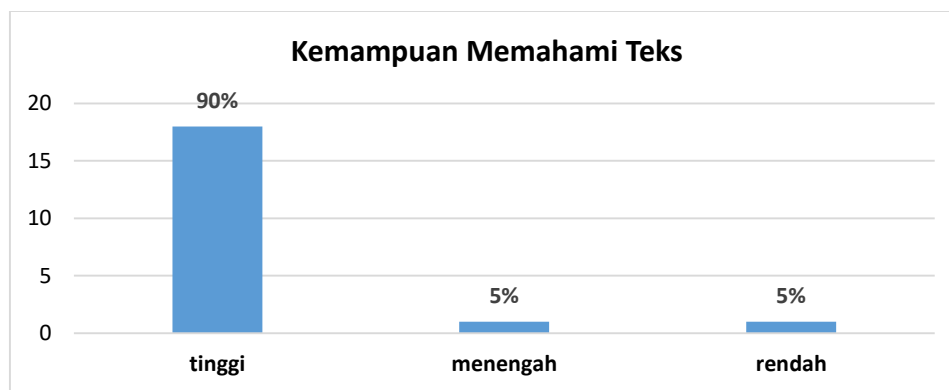
Teknik Analisis Data

Penelitian ini menggunakan statistika deskriptif untuk menganalisis data kuantitatif. Hasil analisis statistika deskriptif ini selanjutnya disampaikan dalam bentuk tabel, diagram, grafik. Untuk data kualitatif, peneliti melakukan beberapa langkah seperti mengorganisasikan data, memilih unit analisis, memberikan kode (coding), mengembangkan tema, memberikan interpretasi dan menyajikan hasil. Langkah awal dalam analisis data kualitatif adalah mengorganisasikan data yang telah dikumpulkan. Ini melibatkan transkripsi wawancara, menggabungkan catatan lapangan, atau mengklasifikasikan dokumen sesuai dengan tema, verifikasi dan penyajian hasil.

HASIL DAN PEMBAHASAN

Strategi Membaca Teks Naratif

Penelitian ini menemukan terjadinya keragaman kemampuan mahasiswa dalam memahami teks Bahasa Mandarin. Terdapat 3 kategori berdasarkan total nilai yang responden dapatkan, yaitu “tinggi” untuk responden yang mendapat nilai 7-10, “menengah” untuk responden yang mendapat nilai 4-6, dan “rendah” untuk responden yang mendapat nilai 0-3. Setelah test dilakukan, terdapat 18 mahasiswa yang termasuk dalam kategori tinggi (90%), 1 mahasiswa yang termasuk kategori menengah (5%), dan 1 mahasiswa yang termasuk dalam kategori rendah (5%) (lihat Gambar 4.4).



Gambar 4.4 Kemampuan Memahami Teks Responden

Peneliti menyimpulkan bahwa mayoritas subjek penelitian memiliki kemampuan memahami teks yang baik. Sementara, mahasiswa yang lain masih perlu meningkatkan kemampuan memahami teks Bahasa Mandarin mereka. Peneliti juga menyimpulkan bahwa tinggi kemampuan pemahaman mereka terhadap teks dipengaruhi oleh faktor usia, jenis kelamin, dan lama belajar bahasa Mandarin.

Faktor-faktor yang Mempengaruhi Pemahaman Membaca Teks Naratif

Pada bagian ini, penulis menampilkan informasi mengenai faktor-faktor yang mempengaruhi responden dalam pemahaman membaca teks naratif bahasa Mandarin.

Media Belajar

Responden dari kategori tinggi memakai berbagai media untuk mempelajari karakter *Han* (*Hànzì*) antara lain pleco, duolingo, buku ajar dari universitas, kamus, internet (google translate, baidu, youtube), buku corat-coret, aplikasi *test HSK*, *HelloChinese*, film, dan imajinasi (menyamakan karakter *Han* dengan benda-benda yang ada disekitar).

“Kalau belajar Hanzi, belajar dari surrounding, lingkungan sekitar, teman-teman saya orang China semua jadi mau tidak mau harus bicara baca mandarin, chatting juga memakai bahasa mandarin.” (Responden A/keompok tinggi)

Responden dari kategori menengah memakai media belajar berupa buku corat-coret, pleco, kamus, dan *hardfile* dari dosen.

“Untuk mempelajari Hanzi, aku pakai media pleco, mungkin ada juga dari kamus-kamus atau file-file yang dibagikan laoshi itu cukup bagus.” (Responden B/keompok menengah)

Responden dari kategori rendah memakai media belajar berupa kamus bergambar, pleco, dan video pembelajaran yang ada di *youtube*.

“Kalau saya mempelajari Hanzi biasanya itu kalau paling sering buka kamus bergambar karena memang itu hadiah dari mama saya jadi saya pergunakan dengan baik, terus untuk media-media online itu saya belajarnya coba pakai pleco, jadi gambar-gambar di pleco biar lebih cepat menyerap gitu, karena kalau menggambar atau menulis itu jauh lebih bisa menyerap di kepala daripada hanya sekedar ngetik-ngetik saja gitu. Kalau dari youtube itu saya paling suka lihat channel-nya Giaren jadi dia itu orang Kanada yang fasih banget bahasa Mandarin, jadi saya kalau lihat vlog-vlog-nya dia kadang suka mencatat kosa kata yang baru saya dengar gitu. Kalau Baidu itu saya jarang banget buka soalnya kalau buka itu mungkin kalau dapat kosa kata yang baru dari laoshi jadi kalau nggak paham gitu cari di situ.” (Responden C/kelompok rendah)

Berdasarkan jawaban responden yang didapat, yang dapat disimpulkan oleh peneliti adalah semakin nyata media belajar yang dimiliki seseorang, semakin baik pula tingkat kemampuan mereka dalam bahasa Mandarin. Alasannya adalah dengan seseorang menerapkan bahasa Mandarin di dalam kehidupan sehari-hari, mereka bisa lebih cepat memahami bahasa Mandarin karena percakapan dan interaksi yang mereka lakukan.

Minat Terhadap Bahasa Mandarin

Responden dari kategori tinggi yang memiliki minat terhadap bahasa Mandarin memiliki alasan yang terdiri dari bahasa yang susah tetapi unik dan menyenangkan, prospek kerja yang banyak, memiliki tujuan yang pasti atau sudah direncanakan, sadar akan pentingnya bahasa Mandarin di era saat ini, memiliki *passion* sejak kecil, drama yang ditonton, dan ingin meneruskan dari pendidikan sebelumnya. Sedangkan yang tidak memiliki minat terhadap bahasa Mandarin memiliki alasan masuk ke jurusan Bahasa Mandarin karena disuruh orang tua dan tidak disetujui untuk masuk ke jurusan lain.

“Yang pertama, saya mau menghidupkan lagi bahasa Mandarin saya, yang kedua, mau jadi guru mandarin, sebenarnya mau jadi translator, tapi kayaknya nggak bisa jadi translator, jadi mau menjadi guru saja, mungkin SMA atau SMK boleh, ngikut saja di mana bisanya.” (Responden A/kelompok tinggi, memiliki minat terhadap bahasa Mandarin)

“Kalau jujur, jawaban dari aku itu sebenarnya aku nggak tertarik untuk belajar bahasa Mandarin apalagi masuk ke jurusan bahasa Mandarin karena aku sendiri masuk jurusan ini karena disuruh mama papa.” (Responden D/kelompok tinggi, tidak memiliki minat terhadap bahasa Mandarin)

Responden dari kategori menengah memiliki minat terhadap bahasa Mandarin karena ingin belajar bahasa asing dan memiliki prospek kerja yang bagus.

“Mungkin yang membuat tertarik itu karena aku ingin belajar bahasa asing dan bahasa asing yang memiliki prospek ke depan bagus itu bahasa Mandarin, jadi aku tertarik untuk mempelajari lebih dalam lagi.” (Responden B/kelompok menengah)

Responden dari kategori rendah memiliki minat terhadap bahasa Mandarin karena memiliki *passion* di bidang tersebut dan karena pelajaran bahasa Mandarin yang diterima responden ketika berada di bangku sekolah menengah.

“Jadi dari pengalaman belajar bahasa Mandarin di SMA itu saya jadi suka bahasa Mandarin terus kuliahnya ambil jurusan bahasa Mandarin ini. Jujur waktu belum menginjak SMA nggak terlalu suka bahasa Mandarin, malah kayak mikir bahasa Mandarin itu annoying banget dulu, sekarang malah jadinya suka.” (Responden C/kelompok rendah)

Berdasarkan jawaban dari responden yang didapat, peneliti dapat menyimpulkan bahwa minat tidak berperan besar dalam kemampuan mahasiswa untuk memahami teks bahasa Mandarin. Alasannya adalah meskipun mahasiswa memiliki minat terhadap bahasa Mandarin, hal itu tidak menjamin mereka dapat memahami teks bahasa Mandarin yang mereka baca. Dari test yang dilakukan, dapat dilihat bahwa mahasiswa yang tidak memiliki minat terhadap bahasa Mandarin, dapat tetap mendapat nilai yang tinggi/bagus.

Frekuensi Belajar

Responden dari kategori tinggi telah memiliki pengalaman belajar bahasa Mandarin selama 1 sampai 17 tahun dengan sebagian besar responden yang termasuk dalam kategori tinggi telah belajar bahasa Mandarin selama 3 sampai 4 tahun. Hal ini tidak mempengaruhi responden dalam waktu yang mereka butuhkan untuk memahami beberapa kosakata baru yang hanya memerlukan waktu 5 menit sampai 1 minggu, karena responden dengan latar belakang belajar bahasa Mandarin hanya 1 tahun, dapat memahami kosakata baru dalam waktu sekitar 5 menit.

“TK sampai SMP pernah belajar bahasa Mandarin. Saya dulu bukan di Indonesia sekolahnya, saya di Malaysia dulu. TK ada TK 1 dan TK 2, SD 6 tahun, SMP tidak ada, SMP dan SMA jadi 1, langsung sekolah menengah, sekolah menengah 6 tahun. Kalau kosa kata kosa kata baru di sekolah menengah, jujur sampai sekarang masih belum hafal, ada beberapa yang sudah lupa. Kalau di universitas X, saya cuma fuxi.” (Responden A/kelompok tinggi)

Responden dari kategori menengah memiliki pengalaman belajar selama sekitar 8 tahun. Ketika responden belajar beberapa kosakata yang baru, waktu yang responden perlukan untuk memahami kosakata sekitar 5 menit.

“SD pernah 6 tahun tapi pelajaran wajib, terus SMA ada hanya waktu kelas 10, kelas 1 SMA. Kalau kosakatanya banyak mungkin perlu waktu yang cukup lama ya, aku susah menghafalkan. Kalau 1 kosakata mungkin mengulang beberapa kali bisa, 5 menit cukup.”
(Responden B/kelompok menengah)

Responden dari kategori rendah memiliki pengalaman belajar bahasa Mandarin selama 8 tahun juga. Waktu yang dibutuhkan oleh responden untuk memahami beberapa kosakata yang menurut responden baru adalah 1 hari.

“Kalau saya dulu di TK itu sepertinya belum pernah dapat, di SD itu dapatnya putus-putus, kelas 1 habis itu lanjut lagi di kelas 6, SMP udah nggak dapat, SMA baru dapat full 3 tahun. Misalnya ada kosakata baru yang sulit, kalau benar-benar waktu serius belajar gitu 1 hari bisa Cuma berputar sama 1 kosakata itu aja, jadi tidak beralih ke yang lain, itu sampai mungkin kurang lebih 80% paham setidaknya.” (Responden C/kelompok rendah)

Berdasarkan jawaban dari responden yang didapat, peneliti menyimpulkan bahwa responden yang memiliki latar belakang belajar bahasa Mandarin yang lebih lama, dapat memahami teks bahasa Mandarin dengan lebih cepat dan baik. Dan responden yang mengulang kembali pembelajaran yang mereka lakukan sebelumnya, dapat meningkatkan kemampuan mereka dalam memahami teks bahasa Mandarin dengan lebih baik.

Keluarga

Responden dari kategori tinggi memiliki dukungan dari orang tua yang berupa biaya kuliah, menyetujui untuk responden masuk ke jurusan Bahasa Mandarin, mencarikan universitas dan les yang memiliki jurusan Bahasa Mandarin, membantu mencari kerja, membelikan buku, dan memberi semangat.

“Ada dukungan dari keluarga, justru tahu universitas X dari om saya. Waktu itu orang tua saya tanya ke om saya, di mana ada jurusan bahasa Mandarin yang bagus, langsung disarankan universitas X.” (Responden A/kelompok tinggi)

Responden dari kategori menengah juga memiliki dukungan dari orang tua yang berupa memberikan informasi dan dorongan untuk masuk ke jurusan Bahasa Mandarin.

“Justru masuk ini juga karena ada peran orang tuanya masuk jurusan mandarin, karena ada info dan dorongan ‘ayolah kamu ikut’ atau ‘kuliah jurusan ini’ gitu lho.” (Responden B/kelompok menengah)

Responden dari kategori rendah juga memiliki dukungan dari orang tua yang berupa memberi semangat.

“Puji Tuhan ada dukungan dari mama, tapi dari keluarga besar waktu itu sempat ditentang juga, alasannya apa, karena untuk apa ambil jurusan itu, kayak nggak ada jurusan lain, gitu, jadi kayak dipandang orang mandarin itu kerjanya apa sih, jadi di sini saya juga bersikeras masuk pendidikan bahasa Mandarin karena saya emang sukanya bahasa Mandarin, kalau yang lainnya nggak tau. Dukungan dari mama paling kuat, dalam bentuk kata-kata semangat.” (Responden C/kelompok rendah)

Berdasarkan jawaban responden yang didapat, peneliti dapat menyimpulkan bahwa semakin banyak jumlah anggota keluarga yang memberikan dukungan, maka semakin baik pula tingkat kemampuan mahasiswa dalam memahami teks bahasa Mandarin.

Pembahasan

Peneliti menyimpulkan bahwa temuan penelitian ini mayoritas subjek penelitian yang memiliki tingkat kemampuan memahami teks bahasa Mandarin yang tinggi, hal ini disebabkan oleh beberapa faktor.

Pertama, kemampuan memahami teks bahasa Mandarin berhubungan dengan minat membaca. Minat adalah suatu keadaan mental seseorang yang menghasilkan respon yang diarahkan kepada suatu situasi atau objek tertentu yang menyenangkan dan memberi kepuasan kepadanya (Semiawan, 2009, Ginting dkk, 2022). Seseorang yang memiliki minat terhadap bahasa Mandarin akan menjadi fokus dengan bahasa asing tersebut dan menikmatinya yang akhirnya membuat mereka memiliki keinginan untuk belajar lebih banyak mengenai bahasa Mandarin.

Kedua, faktor dukungan keluarga juga mempengaruhi kecakapan anak dalam penguasaan bahasa asing, termasuk bahasa Mandarin. Keluarga merupakan lembaga pendidikan pertama dan utama (Slameto, 2003). Cara orang tua dalam mendidik anak dapat berpengaruh terhadap perkembangan proses dan cara belajar anak. Di sini dapat kita ketahui bahwa orang tua memiliki peran yang sangat besar dalam mendidik anak.

Ketiga, faktor kelas yang dikelola guru sangat mendukung proses pembelajaran bahasa asing. Syah (2008) mengatakan bahwa interaksi siswa dengan lingkungan sosial sekolah dapat

terjadi selama proses belajar. Selain interaksi antara guru dengan siswa, relasi antar siswa juga perlu tercipta, karena hal tersebut dapat memberikan pengaruh positif terhadap siswa dan cara belajar mereka. Akibatnya siswa menjadi termotivasi untuk belajar dan hal ini berdampak pada kecakapan bahasa asingnya.

Faktor yang berikutnya adalah media belajar yang mahasiswa gunakan. Media merupakan alat untuk memberikan rangsangan bagi siswa agar terjadi proses belajar (Briggs, 1967; Ginting dkk. 2022). Media yang digunakan dapat berupa barang fisik (buku, kartu bergambar, dan modul) dan barang digital (*E-book*, video, dan audio). Peralatan digital tersebut dapat membantu siswa untuk memahami materi pembelajaran dengan baik.

Terakhir, faktor pengalaman belajar bahasa Mandarin. Faktor pengalaman juga tidak perlu diasingkan lagi, karena sikap-sikap kita merupakan hasil dari pertumbuhan, perkembangan, serta pengalaman kita sendiri (Tarigan, 2015). Kurangnya minat seseorang juga merupakan akibat dari pengalaman yang kurang atau tidak ada pengalaman sama sekali dalam bidang tersebut. Dari bagian pembahasan ini, kita simpulkan bahwa faktor minat terhadap bahasa Mandarin, faktor dukungan keluarga, faktor kelas yang dikelola guru, faktor media belajar yang digunakan, dan faktor pengalaman belajar bahasa Mandarin penting untuk diperhatikan karena pengaruhnya terhadap kemampuan kecakapan membaca bahasa asing, terutama bahasa Mandarin.

Guru abad ke-21 dapat membantu siswa meningkatkan pemahaman bahasa Mandarin dan menciptakan lingkungan pembelajaran yang efektif (Ginting, 2018). Misalnya, mereka dapat membangkitkan minat siswa dengan materi yang menarik dan menggunakan metode pengajaran kreatif dan teknologi. Selain itu, kolaborasi dengan keluarga membantu menciptakan lingkungan pendukung di rumah. Untuk menciptakan suasana kelas yang interaktif dan inklusif dan menggunakan metode pengajaran yang sesuai dengan kebutuhan siswa juga merupakan peran yang harus diembannya. Mereka juga memanfaatkan berbagai media belajar dan mengakomodasi pengalaman belajar siswa.

KESIMPULAN

Peneliti menemukan bahwa terdapat keragaman dalam kemampuan mahasiswa memahami teks naratif bahasa Mandarin, meskipun mayoritas subjek penelitian memiliki kemampuan yang baik. Faktor-faktor yang mempengaruhi kemampuan pemahaman mahasiswa termasuk usia, jenis kelamin, dan lama belajar bahasa Mandarin. Beberapa faktor lain yang mempengaruhi cara

mahasiswa memahami teks naratif bahasa Mandarin meliputi dukungan keluarga, minat terhadap bahasa Mandarin, pengalaman belajar bahasa Mandarin, dan media pembelajaran yang digunakan. Faktor-faktor ini juga memengaruhi waktu yang dibutuhkan mahasiswa untuk memahami kosakata baru.

Sebagai saran, guru dapat membantu mahasiswa dalam pemahaman teks bahasa Mandarin dengan menggunakan media pembelajaran seperti video atau audio yang menjelaskan secara rinci kosakata yang sulit. Guru juga dapat meminta mahasiswa untuk membuat pertanyaan atau menunjukkan pemahaman mereka terhadap materi yang dipelajari. Bagi mahasiswa, disarankan agar mereka berperan aktif dalam proses belajar agar pemahaman materi dapat lebih baik. Terakhir, peneliti menyarankan peneliti selanjutnya untuk menggunakan penelitian ini sebagai acuan dan melakukan penelitian lebih lanjut dengan faktor-faktor yang berbeda dan subjek penelitian yang lebih beragam.

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