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PREFACE

The International Conference on Language, Linguistics, Literature, and Education (ICLLLE) 2022, which will be held by Universitas Teknokrat Indonesia, is intended to produce the proceedings of the international conference titled Envisioning Hybrid Learning and Interdisciplinary Research on Language, Linguistics, Literature, and Education during The Post-Pandemic of Covid-19. This collection of papers includes 30 essays on literature, education, linguistics, and language. The findings of studies on language, linguistics, literature, and education, as well as difficulties, possibilities, and workable solutions, may be presented in this proceedings.

The editors team want to express their gratitude to the Committee of ICLLLE 2022 and the Rector of Universitas Teknokrat Indonesia for their unending help in putting this proceedings together. Finally, it is hoped that the proceedings will spur researchers to publish and disseminate their research findings.

Editors

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Evaluation Of Student Category Aquatic Sports Development Program in South Kalimantan

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Abstract

This study aims to evaluate the context, input, process and product of the implementation of the aquatic sports development program for the student category in South Kalimantan. The subjects of this study were students who became athletes of aquatic sports, coaches, teachers and parents of athletes, totaling 25 people. The focus of the aquatic sports studied are swimming and diving. Data collection techniques in this study used the methods of observation, interviews, documentation, and questionnaires. The data analysis used quantitative and qualitative descriptive analysis. The results showed that the overall results of the evaluation of the aquatic sports coaching program were good. The evaluations carried out included 1) Evaluation of the context of support from the athlete's parents to athletes including very good, evaluation of the context of support from educational institutions to students who became athletes including adequate, evaluation of the context of support from the government through related agencies to athletes including good. Support facilities and infrastructure to support training needs to be improved. 2) Evaluation of inputs, human resource support from trainers is good. The input evaluation, human resource support from athletes is very good. 3) Evaluation of the process, in general, has been going very well from the process of preparing the training program, the implementation of the training program even though the practice of sparring / try out is still quite good. 4)) Product evaluation, in general the achievements at the regional level are very good and need to improve performance at the national level

Keywords: Aquatic, Evaluation, South Borneo, Indonesia

Introduction

Efforts to improve sports achievement need to be continuously implemented by involving various aspects through talent search and monitoring, breeding, education and training. Achievement sports are carried out through a planned, tiered, and sustainable coaching and development process with the support of sports science and technology in section 20 (UU No 3 Tahun, 2005). Coaching and development of sports achievements is carried out and directed to achieve sports achievements at the regional, national and international levels. Coaching is carried out by the parent organization of sports, both at the regional level and at the central level. Coaching is also carried out by empowering sports associations, developing national and regional sports development centers as well as organizing tiered and sustainable competitions (Kemenpora, 2015).

Achieving achievements in sports requires systematic efforts and programs in the path of coaching in a programmed, tiered, and sustainable manner. The achievement sports development system needs to involve the community. Community involvement can be done through collaboration with educational institutions. Educational institutions that include schools from various levels have become strategic institutions in promoting sports and attracting high-achieving athletes. This is because educational institutions have a lot of human resources and are included in the age category that can be nurtured (Jamalong, 2014). Educational institutions can play a role in improving sports performance through the establishment of sports coaching programs.

One of the implementations of the process of fostering sports achievement is through sports coaching in schools with extracurricular programs. Extracurricular is in a strategic position in capturing the seeds of outstanding athletes. Educational sports development cannot be separated from national sports development (Syafii, 2011). Coaching and development of educational sports is carried out by taking into account the potential, abilities, interests, and talents of students as a whole, both through intracurricular and extracurricular activities. (UU No 3 Tahun, 2005). Sports coaching in schools must be carried out continuously and continuously because it is hoped that later it can produce prospective athletes who can excel up to the national level (Said junaidi, 2003). Every school in South Kalimantan carries out sports extracurricular activities. However, in fact the implementation of the school's extracurricular development system has not been implemented according to a good mechanism. In the development of aquatic sports, extracurricular has not played a good role (Rasyono, 2016). The coaching process is carried out independently with the awareness of students and parents. However, the chairman, there are students who excel in the school's aquatic sport, claiming to be part of the achievement development process.

If you want to achieve high achievements, it is necessary to apply the concept of sports coaching as early as possible. On the basis of the theory of "Golden Age" calculations, the peak performance of athletes in various sports, between the ages of 18-24 years. Because coaching athletes to achieve peak performance takes approximately 8-10 years, the orientation of sports coaching should begin with children aged around 4-14 years. (Kemenpora, 2014). With the guidance, early

childhood can improve or get better results by carrying out targeted, programmed, and sustainable development and supported by adequate facilities and infrastructure. With the supporting aspects, early childhood can be motivated and active in participating in coaching so that early childhood gains achievements. In the achievement development process, achievement achievement efforts are planned systematically and carried out in stages and continuously. The success of achievement coaching is guided through coaching that is tailored to the growth and development of children, where the coach plays an important role (Cahyadi, 2021).

Aquatic (water activity) is an activity using water media in the form of swimming pools, beaches, rivers, lakes or other simulators such as buckets or materials made of plastic balloons that can be used for physical activities. The form of activities in water activities can be in the form of swimming, water polo, diving, rowing, and various other forms (Ishak, 2016). Aquatic sports contribute a lot of medals in each sport. In swimming, there are 4 styles that are contested and each style has a number of distances being competed. The same is true for the achievements of the sport of diving, rowing, and diving, where more than one number is competed in each championship. With so many numbers being contested in swimming, one athlete can get more than 1 achievement in each competition. Based on this, aquatic sports must be a sport that needs to get better coaching because it can raise the name of the region or its contingent team.

The time is considered appropriate to start introducing water activities and basic swimming. At the age of 3-7 years, children can be introduced to the ideal sport, at the age of 10-12 years for specialization, while the age between 16-18 years is the age of achievement (Susanto, 2012). Of the various kinds of aquatic sports, swimming and diving are potential sports that can be developed by schools in the context of fostering achievement sports under the auspices of educational institutions. Swimming and diving are aquatic sports that require facilities and infrastructure that are quite easy and affordable compared to other aquatic sports. Through swimming and diving, coaching can be sustainable because it can get athletes on an ongoing basis between these two sports. Unfortunately, learning aquatic sports in schools directly cannot be carried out in a sustainable manner due to certain considerations such as curriculum, programs, materials, facilities and infrastructure, facilities, as well as methods and assessments. Another obstacle faced by schools in developing this sport is the availability of facilities and infrastructure that are not owned by educational institutions. However, this can be circumvented by collaborating between educational institutions and the government or institutions managing aquatic facilities and infrastructure. Through this collaboration, schools can conduct aquatic sports coaching with the government or related institutions.

South Kalimantan is one of the provinces in Indonesia which is located on the island of Borneo. It has a plateau with Mount Meratus as the upstream area which is the source of water for large rivers stretching in the lowlands through to the vast mangrove forest along the coast. Downstream, most community activities are carried out around the river. This makes the downstream area of South Kalimantan dubbed the city of 1000 rivers. With a landscape that is dominated by water areas, naturally the people of South Kalimantan are accustomed to the activities of aquatic life. The people of South Kalimantan use the water area to carry out their

social life activities. These activities include trade, transportation, tourism, and tourism activities. From this, water sports are one of the potentials that need to be developed in South Kalimantan.

In South Kalimantan, the aquatic sports covered by PRSI are swimming and diving. These two sports have been the flagship sports of South Kalimantan at the national and international levels. It was noted that in 2010, the South Kalimantan swimming sport had representatives of athletes competing at the international level. And in the years 2000-2015, the beautiful running sport of South Kalimantan had athletes who competed in the Sydney Australia 2020 Olympics, and excelled in the Asean Games, Sea Games, and PON. In recent years, the achievements of South Kalimantan's aquatic sports at the national and international category have decreased. The aquatic sport of South Kalimantan Province is expected to attract potential young athletes who will later become the best athletes at national and international levels (Indah, 2020). To improve the achievement of aquatic sports in South Kalimantan, it is necessary to have a structured, tiered and sustainable coaching process involving educational institutions. Educational institutions are institutions that have potential for talented athletes and are included in the ideal age category in developing long-term achievement sports. This is in accordance with the results of research from(Rasyono, 2016) that school age is the source of the population and the greatest potential in sports problems and development, so that the sports coaching system cannot be separated from the school program.

In the development of sports achievements, an evaluation is needed that aims to find out how far the process of developing sports achievements has been. The results of the evaluation are also used to correct errors to get a better solution In this study, evaluations were carried out on coaches, athletes, parents, government, and related institutions. The evaluation was used to obtain in-depth data related to the development of aquatic sports for the student category in South Kalimantan. Based on this background, researchers are interested in conducting research on the evaluation of aquatic sports development programs for students in the South Kalimantan category. This study aims to find out how the implementation of the aquatic sports development program for the student category in South Kalimantan has been carried out in order to improve sports achievement in South Kalimantan.

Theory and Method

Educational Sports Coaching

In Law Number 3 of 2005 in section 17, it is stated that the scope of sports includes 3 (three) forms of sports activities, namely Educational Sports, Recreational Sports, and Achievement Sports. To produce high achievements, sports coaching cannot be separated from educational sports coaching, this is at the school level, namely students as the perpetrators. The national sports system is all aspects of sports that are interrelated in a planned, systematic, integrated and sustainable manner as a unit which includes regulation, education, training, management, coaching, development, and supervision to achieve national sports goals. (UU No 3 Tahun, 2005) Section 1 paragraph 3. Systematic and integrated means that the

development of sports achievements cannot be separated from the role of the government, society, and related institutions. Through educational institutions, sports coaching can be applied through extracurricular activities. This extracurricular activity is part of the student's self-development activities facilitated by the school. Extracurricular activities carried out in schools have a vision of optimal development of potential, talents and interests, as well as the growth of independence and happiness of students that are useful for themselves, their families and society.

Educational institutions have an important role in fostering student sports. Schools are the source of the population and the greatest potential in developing and developing sports. Student sports coaching is one of the programs of the Ministry of Youth and Sports and related agencies in the context of fostering talented student athlete seeds to support the improvement of national sports achievements. through extracurricular and/or intracurricular activities section 18 paragraph 2 (UU No 3 Tahun, 2005).

Reference to the National Sports System Building (Kemenpora, 2014), educational institutions enter the sports problem phase. This is very appropriate because the school has a very large student population and is very appropriate if it is positioned to develop its potential.



Figure 1. National Sports System Building (Kemenpora, 2014).

Aquatic Sports

Water activities (aquatic) are all types of activities whose media or intermediary is water (Biliandri et al., 2018). Aquatic sports are all types of sports that are carried out with intermediaries or using water media. This aquatic sport can be done in swimming pools, rivers, lakes, seas, and beaches. Various aquatic sports that have been standardized and competed at the international level are swimming, beautiful swimming, diving, water polo, diving, and rowing.

One of the sports that is quite popular among the public is swimming. This is because swimming is a sport that has many benefits for the perpetrators. The sport is also used as a competitive sport. In swimming competitions, the contingent can gain a lot of advantages when mastering the sport. Swimming is a sport that has

several advantages when used as a medal strategy. These advantages include swimming, which competes in many competitions from four different styles, namely freestyle, breaststroke, backstroke, butterfly, individual medley with various swimming distance numbers ranging from 50 m, 100 m, 200 m, 400 m, 800 m, and 1500 m for both men and women which if the total number reaches 38 competitions (Agung Purwandono Saleh et al., 2020). Another advantage is that a swimmer can participate in competing for more than one event.

The diving sport is an aquatic sport under the organization FINA (Federation Internationale De Natation) (FINA, 2014). Diving is a sport that resembles aerial acrobatics on the surface of water (Usra, 2019). Basically the diving consists of a jump that starts from the take off step or the take off reflection then enters the water (Wijayanti, 2020). The use of a diving board is a combination of movement in the air after take off and before entering the water. The diving competition is divided into two disciplines, including the springboard diving and the platform diving. The height of the springboard is 1m and 3 m, while the height of the platform is about 5-10 m (FINA, 2017). The Diving technique is a combination of gymnastic techniques and the art of body flexibility. This sport requires good body flexibility, so that in the early stages of training, the search for high-achieving seeds is carried out in early childhood. Elementary school age children are the right age to start the sport of diving. This is in accordance with the opinion of (Arnot, 1986) that to start this sport in the age range of 6-7 years. At this age children have good body flexibility and can be trained to the maximum and at this age children already have strong self-confidence to face challenges.

Aquatic sports achievements can be achieved with good and correct coaching as a whole. It is difficult to ascertain what factors are the most dominant because many factors influence the achievement of sports achievements, but the process of coaching and achieving aquatic sports needs to be described in a comprehensive concept in a tiered coaching pattern. The achievement of peak performance in sports can only be achieved through a systematic, planned, regular and continuous coaching process (Adzilika, 2018).

Method

This type of research is categorized as evaluation research. Evaluation research is a research activity to collect data, present accurate and objective information regarding swimming sports coaching in clubs based on the accuracy and objectivity of the information obtained, which can then determine the value or level of success of the program, so that it is useful for problem solving and considering whether the program needs to be continued or not. modified. The design of this research is descriptive non-hypothesis.

This research uses a mixed or combination approach or combines quantitative methods and qualitative methods to be used together in a research activity. (Sugiyono, 2016) stated that the combined research method is a research method that combines or combines quantitative methods and qualitative methods to be used together in a research activity, in order to obtain more comprehensive, valid, reliable and objective data. Qualitative research can help provide basic information

about the context and subject matter, serve as a source of hypotheses, and help construct scales.

Place and time of research

This research was carried out at the South Kalimantan swimming club and the South Kalimantan diving club from April to June 2022.

Research subject

Population by opinion (Arikunto, 2016) is the entire research subject. The population of this study were all students from elementary, junior high, and high school levels who were swimming and diving athletes, coaches, athletes' parents, and teachers. The population of this study were all athletes who were included in the student category from the elementary, junior high, high school, and university levels. The number of subjects in this study were 7 athletes, 5 athletes' parents, 8 coaches, and 5 teachers.

Research procedure

Data collection procedures or techniques are the most strategic steps in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the data standards set. When viewed in terms of data collection methods or techniques, data collection techniques can be carried out by observation (observation), interviews, questionnaires (questionnaires), documentation and a combination of the four. (Sugiyono, 2016). To obtain primary data in this study, data collectors were used in the form of observations, interviews, while documentation in the form of existing archives was used as supporting data or secondary data. Observation is one method that can be used to obtain information about the research focus. The focus of observation can be in the form of events, behaviors and expressions of people in the setting where the researcher is. This method requires the researcher's sensitivity to the situation or setting in which to make observations (Creswell, 2012).

There are several reasons why in qualitative research, observation is utilized as much as possible as stated by (Guba dan Lincoln dalam Moleong, 2010) as below. First, this observation technique is based on direct experience. Second, the observation technique also allows you to see and observe yourself, then record behavior and events as they occur in actual conditions. Third, observation allows researchers to record events in situations related to proportional knowledge and knowledge obtained directly from the data. Fourth, researchers often have doubts, lest the data they collect may be wrong or biased. Fifth, observational techniques enable researchers to understand complex situations. Sixth, in certain cases where other communication techniques are not possible, observation can be a very useful tool.

An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question (Moleong, 2012) (Gunarto & Adnyana, 2020) sedangkan (Astriani & Praja, 2020) defines interview is one type

of data collection and recording of information, and or opinions conducted through conversation and question and answer, either directly or indirectly with data sources. When the interview begins, it is necessary to have a warm-up for introductions and explain the purpose of the interview. Interviews are conducted using simple and easy-to-understand language. The topic of the problem should be interesting and according to the interests/expertise of the respondent. Interviews were conducted in a free and relaxed atmosphere. Stimulate conversation and be careful about sensitive things and keep secrets. The practice of being a good interviewer includes 2 stages: Phase I: The interviewer learns the interview guidelines, studies the interview conditions: transportation, data security, revealed variables, etc.; Stage II: Interviewers are trained to be good interviewers: how to come in, open a conversation, express intentions, ask questions, give responses, to close the conversation. Interviews must be effective so that in a short time as much data is obtained (Astriani & Praja, 2019).

Documentation is an activity to find data or variables from sources in the form of notes, transcripts, books, magazines, inscriptions, meeting minutes, agendas and so on, what is observed in the study of documentation is inanimate objects. Researchers need a checklist to record predetermined variables (Astriani & Praja, 2019). Documentation to strengthen the data obtained by interviews and direct observation (observation), researchers also use documentation techniques in data collection.

Questionnaire is a tool to collect and record data or information (Astriani & Praja, 2020). Questionnaire is a data collection technique by submitting or sending a list of questions that are used to obtain data from respondents, in the sense of reports about their personalities or other things that are known. Data collection techniques through forms containing written questions to a person or group of people to get answers or responses and information needed by researchers (Djoyosuroto & Sumaryati, 2012).

Data analysis technique

In principle, there are two ways to analyze data, namely statistical data analysis and non-statistical data analysis, this depends on the data. The analysis of non-statistical data, which is also called qualitative analysis, is an analysis that does not use mathematical models, statistical and econometric models or certain other models. Data analysis is limited to data processing methods, such as data checking and tabulation, in this case just reading the available tables, graphs, or numbers then doing descriptions and interpretations, while statistical data analysis is also called quantitative analysis. namely analysis using quantitative analysis tools. Quantitative analytical tools are analytical tools that use models, such as mathematical models (eg multivariate functions), statistical and econometric models. The results of the analysis are presented in the form of numbers which are then explained and interpreted in a description (Hasan, 2012).

The data analysis technique used in this evaluation research is quantitative and qualitative descriptive analysis, by describing and interpreting the data from each component being evaluated, both quantitative data and qualitative data. The data

from the questionnaire instrument was analyzed quantitatively and the data from the interviews would be analyzed qualitatively.

Findings and Discussion

Findings

Based on the results of the study, it was shown that overall the results of the evaluation of aquatic sports development at the student level in South Kalimantan were in the sufficient category. What needs to be improved is the support of educational institutions to play an active role in facilitating students in developing the potential of aquatic sports through extracurricular activities. So far, students have carried out independent swimming coaching through full support from their parents for supervision, financing, and progress on improving achievement. Another factor is the lack of infrastructure support. In some areas in South Kalimantan, not all cities and regencies have swimming pools for achievement coaching. In addition, only in the city of Banjarmasin is there a beautiful diving pool available.

Coaching through aquatic sports clubs is the spearhead for achievement. Sustainable development requires support from various parties. The coaching process also requires evaluation to find out information that can be used as consideration in making decisions to improve aquatic sports achievements. The evaluation stage carried out is with context, input, process, product (Mahmudi, 2012).

Context evaluation is the initial ability of a situation to support a program. Context evaluation (Ambiyar & Muharika, 2019) describes relevant environmental conditions, describes existing and desired conditions in the environment, and identifies unmet needs and untapped opportunities.

The context evaluation in this study includes 1) support from parents of athletes, 2) support from educational institutions, 3) government support. This support can be in the form of giving permission, motivation, and material and non-material support that can motivate athletes to be more enthusiastic in training to improve performance. The following is a context evaluation table.

Table 1. Evaluation of the Support Context of Parents of Athletes

Aspect	Indicator	Achievement			
		VG	G	E	NE
Coaching and training	Facilitating the coaching and training process	4			
Support	Athlete's parental support to pursue sports	4			
Motivation	Parents' motivation for athletes	4			
Facility	Availability of adequate facilities		3		
Complaint	Complaints during the training process to parents		3		

Overall indicators of parental support for athletes in the development of aquatic sports have provided material and non-material support to athletes very well. Parental support is one of the important components in psychology that can affect a person's interests and talents. Parental support in the form of facilitating the coaching and training process by directing children to pursue aquatic sports through participation in quality sports clubs in order to develop their potential. People's support in the form of giving permission to pursue sports between school hours greatly affects the quality of good time management. By providing this support, children will use their time in more quality things other than attending school. Parental support in the form of motivation includes interaction between children and parents when experiencing obstacles. This support is very important because with motivation the child will get up and try to solve the problems he faces. Parental support in motivating children in addition to achievement is in the form of protecting children in the face of an environment that often occurs in floods and living in an aquatic or wetland environment. Parents motivate children by providing aquatic sports skills so that children can have the ability to adapt in water areas. Some areas in South Kalimantan are river water areas, water peatlands, and also beaches. With these regional conditions it is necessary to have the readiness of the community to adapt to the existing environment. One form of readiness carried out by the community is by participating in aquatic sports training.

People's support in the form of providing adequate facilities is included in the good category. This is due to the limited availability of facilities. The existing facilities in the procurement are very dependent on availability in the Java area so it takes time in the purchasing process. Parental support in receiving complaints during the training process includes parental openness in listening to the complaints experienced by children during the training process. These complaints can come from children, coaches, or training partners.

Table 2. Evaluation of Support Context from Educational Institutions

Aspect	Indicator	Achievement			
		VG	G	E	NE
Coaching and training	Facilitating the coaching and training process			2	
Support	Support from athlete education institution to pursue sport		3		
Motivation	Motivation from educational institutions to athletes			2	
Facility	Availability of adequate facilities				1
Complaint	Complaints during the training process				1

Overall indicators of the support of educational institutions in the development of aquatic sports have provided sufficient support, both material and non-material, to athletes. The support of educational institutions is one of the important components in influencing the development of students' interests and talents. Support from educational institutions in the form of facilitating the process of coaching and training is still lacking. The availability of extracurriculars facilitated by educational institutions is very rare. Most of the students practice swimming independently at their own expense from the family. This is in stark contrast to the achievements of students where many students take part in swimming championships carrying the name of the school. The school will get a good name if the student excels in the swimming championship, even though the role of the school is very minimal, especially in the coaching and training process. In some private schools such as integrated Islamic schools facilitate swimming extracurricular activities. This extracurricular is intended for students who have talent and interest in swimming.

Support from educational institutions in the form of granting permits to pursue sports is limited to granting permission to participate in activities outside of learning hours while still prioritizing activities at school. Support in this case is considered too lacking because students who become athletes are sometimes required to prioritize school activities. If there are overlapping schedules and activities, students should be able to choose school activities. The result is that many students begin to reduce sports training activities outside of school, resulting in a decrease in achievement. Support from educational institutions in the form of motivation is only carried out at certain moments, especially before the championship takes place. During the coaching and training process, educational institutions are lacking in motivating students to excel in the field of aquatic sports. The support of educational institutions in providing facilities is very lacking. All facilities used by athletes are sourced from the club as well as from themselves. Educational institutions support in receiving complaints during the training process is very lacking. The support that is often given by educational institutions is carried out before the championship and when getting achievements that can be presented to the school.

Table 3. Evaluation of the Context of Support from the Government

Aspect	Indicator	Achievement			
		VG	G	E	NE
Coaching and training	Facilitating the coaching and training process		3		
Support	Government support to pursue sports	4			
Motivation	Government motivation for athletes		3		
Facility	Availability of adequate facilities			2	
Complaint	Complaints during the training process			2	

Overall indicators of government support through related agencies in the development of aquatic sports have provided good support both materially and non-materially to athletes. Support in facilitating the training process and the availability of training facilities from the local government in the form of a swimming pool and adequate aquatic facilities. Other support provided by the local government through the relevant agencies is by giving bonuses to athletes when they get achievements at the regional and national levels. The support is in the form of providing coaching money with sufficient nominal for athletes. The thing that needs to be noticed is that the availability of swimming pools and aquatic facilities in some areas is still not standard for the championship. Even in some areas the availability of swimming pools is not accompanied by the availability of other aquatic facilities. This can affect the quality of athletes in competitions both at the regional and national levels. Another thing that needs to be considered is that the entrance fee to the swimming pool is still charged to athletes. This means that when the athlete will do the exercise then to use the swimming pool facilities are required to pay independently. The government only provides free entry to training ahead of certain championships for athletes doing training camps. Government support through relevant agencies in the form of granting permits to athletes through granting permits to participate in championships and the training process at the same time as school activity schedules. The granting of this permit is in the form of making an official permit to the school for athletes participating in the official championship. This is very beneficial for athletes who are still students because swimming competitions are often held during school hours. With permission from the government, athletes are more focused on participating in the championship without being burdened with school activities.

The motivation given by the government to athletes is always given through the role of the coach. Through coaches, the government provides motivation to excel by providing champion targets that must be achieved. In addition to this, motivational support is provided by the government when participating in the championship. The government carried out debriefing and contingent release activities before the championship took place. The motivations provided in these activities include persistence in competing, enthusiasm for achievement, and fair play.

Government support in receiving complaints during the training process includes coaches. Complaints felt by athletes are accommodated by coaches which are then submitted to the government and related agencies through meeting forums or discussion forums. Complaints submitted can be followed up properly but also adjusted to the policies provided by the government.

The next evaluation stage is input evaluation. input evaluation is an activity to analyze human resources to achieve program objectives. In the evaluation of inputs, the focus is on coaches, athletes, and training.

Table 4. Input Evaluation

Aspect	Indicator	Achievement			
		VG	G	E	NE
Coach	Level of education	4			

	License certificate		3		
	Create an trainning program		3		
	Eks athlete			2	
Athlete	Physical condition	4			
	Age	4			
	Potential		3		
Trainning	Training qualification	4			

The input evaluation shows that the trainers on the education level indicators show a very good category. This category means that most trainers have a bachelor's degree and have a national level trainer program certification. The trainer is also able to develop and implement an exercise program properly in accordance with the training rules. Some of the coaches as many as 5 people have coaching experience as former athletes who have participated in national level championships, as coaches as many as 10 people have experience as former athletes who have participated in regional level championships, and as many as 10 people are not ex-athletes. Evaluation of input from athletes with athlete indicators covering physical condition, productive age and overall potential is very good. The quality of the training qualifications is very good because in the training process there is a routine schedule and there are targets that must be mastered by athletes.

The role of the coach in sports cannot be separated from the goal to be achieved, namely achieving optimal performance. Without a qualified and qualified trainer, the desired achievement will be difficult to achieve. The background of the swimming club coach in South Kalimantan in order to meet the ideal degree of achievement should have an adequate level of education at least S1, the coach is a former athlete, the coach has a well-licensed certification and the coach makes training programs and targets.

Athletes are the main object in the development of sports achievements. Achievements obtained by athletes cannot be achieved instantly. Athletes need a very long training time to be able to excel. To be able to achieve international achievements, an athlete must first excel at the regional and national levels. Every achievement is an accumulation of increase in the level or level of the athlete's quality. Athletes who excel at the national level have a long training life. Training age is the age at which athletes train in a particular sport (Fauzan, n.d.). In the aquatic sport swimming, the ideal age for starting training is at the age of 3-7 years, the diving sport 6-7 years, water polo sports 12-13 years, and rowing sports 12-14 years (Arnot, 1986). Based on the range after the initial training, it can be explained that each of these ages is included in the level of the education unit. This means that educational institutions can become producers of outstanding athletes in the field of sports (Rahmadi, 2012). The potential possessed by students can be identified through a talent scouting test. Educational institutions can conduct talent scouting tests, especially sports talent through telent scouting tests. The results of the talent identification are used by schools and the government to determine policies that are in accordance with the potential of students. This means that extracurricular activities held in schools are based on an analysis of the needs and potential talents that exist

in students so that the role of extracurricular sports in schools can be maximized properly..

In coaching sports achievements, another thing that needs to be considered is the physical condition (Fauzan, 2020). Achievement of the athletes is the result of a combination of several factors, namely physical, technical, mental, and strategy factors. These aspects can be trained through the application of an appropriate training program with qualifications. The implication of the training program is that the quality of training is more structured and planned so that achievement targets can be achieved properly. Thus the input of coaches, athletes, and training qualifications is very important in the aquatic sports coaching program.

The next evaluation stage is process evaluation. Process evaluation is an evaluation that is directed at how far the activities carried out in the program have been carried out according to the plan (Arikunto, 2016). n the process evaluation, the focus of attention is the preparation of the exercise program, the implementation of the exercise program, and the try out exercise.

Table 5. Process Evaluation

Aspect	Indicator	Achievement			
		VG	G	E	NE
Preparation of Training Programs	Suitability for athlete development	4			
	Based on program rules		3		
Implementation of the Training program	Selection of program implementation	4			
	Follow the technical instructions for implementing the program	4			
	Regular schedule	4			
Trial match	Practice sparring / try out			2	

The product evaluation shows that in the aspect of preparing the training program, the indicators of the trainer compiling the training program according to the athlete's development show a very good category. This means that training in compiling an exercise program according to the stage of the athlete's ability. Athletes will be grouped according to their ability category. In this case, the training program is divided into beginner, intermediate, and achievement categories. The indicators for the preparation of the program based on the rules of the training program show a good category. This means that training in preparing an exercise program uses the development of appropriate sports coaching science. The method of preparing this program is obtained based on the results of the training attended by the trainer. However, in the development of sports coaching, it is still considered sufficient because the training facilities carried out in South Kalimantan are quite limited. In the aspect of implementing the training program, the training selects program implementation, implements the program following the technical guidelines and a very well structured schedule. In the aspect of sparring or try out,

it is in the sufficient category. This is due to the limited funding and opportunities used for sparring.

The next evaluation stage is product evaluation. Product evaluation is carried out to measure and interpret program achievements during program implementation and at the end of the program. The expected result in coaching sports training is the achievement achieved by the athlete. Achievement of athletes is an indicator of the quality obtained by athletes during the training process. Product evaluation in this study covers aspects of athlete achievement which includes regional achievements, regional achievements, national achievements, international achievements.

Table 6. Product Evaluation

Aspect	Indicator	Achievement			
		VG	G	E	NE
Athlete's Achievement	Regional achievements	4			
	Province achievements		3		
	National achievements			2	
	International achievements				

In general, student achievement in aquatic sports at the regional level is very good. In swimming, most of the regional athletes who train at the club enter into contingents in their respective regions to represent the region in regional championships. Achievements at the regional level in South Kalimantan are still dominated by athletes from Banjarmasin City, Banjarbaru City, HSU Regency, Tanah Laut Regency, and Tapin Regency. Of the 13 cities and regencies in South Kalimantan, swimming achievements at the regional level have not been evenly distributed in all regencies and cities. At the national level, the South Kalimantan contingent is still underachieving. In the diving sport, regional and regional championships are not regularly held. This is because those who have beautiful diving training facilities are only in Banjarmasin City. The diving championships are mostly held at the national level. So that the achievements obtained are more at the national level, but the obstacle is the transportation costs to take part in the national championships, which are mostly carried out outside Kalimantan, which requires a large amount of money. The beautiful diving sport has achievements at the national level by winning 1st place and 3rd place 3.

Based on the results of the research evaluation of aquatic development programs for the category of students in South Kalimantan, the role of educational institutions and the relevant government is needed to maximize the extracurricular role as the basis for fostering aquatic sports for students. through the support of various related parties, this program can be formulated through policies contained in regional regulations. In Law No. 3 of 2005 in article 17 explains the scope of sports which includes educational sports, recreational sports, and sports achievements. Educational institutions as a place for the seeds of talented and productive age children to develop achievements do not escape the development of educational sports through extracurricular activities. By maximizing the role of extracurricular at the elementary, junior high, and high school levels, it is in accordance with the

National Sports System Building (Hadi et al., 2021) in the phase of sports problems will be achieved well. The availability of talented athletes at the education unit level will strengthen achievement motivation both at the regional and national levels.

Conclusion

Context evaluation shows that parental support for athletes is very good. This is shown by the very large role of parents in the process of fostering aquatic sports training by exercising independently through providing financial support and training motivation to athletes. Support from the government shows good things by providing swimming pool facilities that can be used for training. There is very little support from educational institutions. This can be seen from the absence of aquatic extracurricular activities organized by the school to foster student achievement.

In general, input evaluation shows that human resource support is very good. This HR support includes coaches, athletes, and training. Athletes' human resources in the education level unit category are of productive age for training. So that there is a need for training in aquatic sports at the education unit level.

The evaluation of the process shows that the program preparation process and the implementation of the training program were carried out very well. In carrying out the training program, the trainer uses sports coaching knowledge by always following the trainer training held. As a match preparation material and to support the success of the athletes, the coach schedules a practice match/try out, but in its implementation it is constrained by technical issues which result in the practice of sparring/try out is still lacking..

Product evaluation in aquatic sports has many achievements at regional and regional levels. In the diving sport, the regional level championships are very lacking but can excel at the national level in the open championship.

Through awareness of the importance of fostering aquatic sports for the category of students in South Kalimantan as the basis for fostering sports achievements, the authors recommend that: 1) Educational institutions and related government work together to formulate policy regulations related to the extracurricular implementation system as the basis for fostering sports achievements, 2) Maximize the role of educational institutions through aquatic sport extracurricular, 3) By looking at the geographical conditions of South Kalimantan which is a water area, it is necessary for the local government to promote aquatic sports in South Kalimantan as a leading sport at the national level.

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The Impact of Peer Review Technique on Students' Writing Skill

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Abstract

This study aims to determine the possible effectiveness of peer review techniques to improve the writing skills of junior high school students. This study uses a quantitative quasi- experimental method. The participants are 30 junior high school students of class VII SMPN 1 Labuapi West Lombok. They are randomly assigned to two experimental and control groups. The experimental group uses a peer review technique, while the control group uses a self- review technique where students are asked to write descriptive texts based on the topics given by the teacher. The experiment is carried out for two months. Data is collected using pre-test and post-test for writing skills. The results show that the p-score is 0.000 <0.05, so Ho was rejected and Ha is accepted, which means that there is a difference between the post-test experiment and post- test control scores. It can be seen that in group statistic which the post- test control has a score of 73,07 that's mean the value is smaller than the post-test experiment with 74,90. This shows that the writing ability of students in the experimental group increased more than those in the control group. Also, those who engage in peer review methods write more and enjoy writing. It concludes that peer review increased students' writing skills.

Keywords: Peer review technique, writing skills, teaching writing

Introduction

One of the language skills that need to be learned by students learning English is writing. Teaching writing to students of English as a foreign language is for reinforcement, language development, learning style, and most importantly as basic skill. Writing skills are central both in higher education and the world of work that follows (Kellogg & Raulerson, 2007). Writing is seen as a skill that was essentially learned, not taught, and the teacher's role was to be non-directive, facilitating writing through an encouraging and cooperative environment with minimal interference (Helmi, 2012).

However, writing is not an easy task for many EFL students, including students from Indonesia. In teaching writing sometimes student have difficulties in the writing like a lack of vocabulary and difficulties using the correct tenses (Ilham, Musthafa, & Yusuf, 2020); (Helmi, 2012). Writing requires responsibility in self-monitoring in the process of planning, drafting, revising, editing, and publishing (Cresswell, 2000). Given the fact that it is hard for EFL students to be independent in controlling the quality of their writing. The help of other people for self-monitoring is needed. The help of other people that is given to someone in the process of writing is called feedback.

According to Harmer (2004), peer review is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively. It is also to solve the problem of students reacting too passively to teacher responses (Bijami, Kashef, & Nejad, 2013). Peer review, therefore, is less authoritarian than teacher review, and helps students to view both colleagues and teachers as collaborators rather than evaluators. Peer review is an established strategy to improve the quality of students writing (Baker, 2016). Students will need guidance from their teacher so that they know what to look at when they read their classmate's work to support the learning process to create writing text. Peer Review means responding with appreciation and positive feedback to your classmates‟ writing. It is an important part because it can help the students become aware of their reader when writing and revising and help students become more sensitive to problems in their writing and more confident in correcting mistakes. It is an easy and interesting technique that does not need long preparation, much money, and difficult properties. By applying for peer review, the students will not only learn how to correct their classmates‟ writing but also they ill aware of their own mistakes. This technique will be able for the students to improve students writing skills ability by the enjoy technique researcher (Helmi, 2012).

Peer review brings many advantages for students in English language teaching. It enhances an understanding of teaching for students (Beckman, 2004). The Peer

feedback on writing develops students to improve their knowledge through providing opportunities to think critically, and to improve their autonomy (Bijami et al., 2013). Peer reinforces students understanding of writing technique, teaches them to work cooperatively, enables them to better evaluate and edit their own writing, encourages them to respect the opinions of their peers, and equip students to edit the text within time limit (Davis, 2003). Online peer feedback has shown some general advantages over face-to-face feedback, including facilitating interactive textual exchange, enhancing student participation, and resulting in more revisions of students' writing (Li & Li, 2017). The advantages of peer review go well beyond the distinct benefit of bringing a wide range of scientific expertise to bear on deciding whether to issue a permit (Kyler, 2001). Writers who were comfortable with the anonymous peer review enjoyed the direct feedback from unidentified reviewers, but some students complained that they could not ask for further clarification when the reviewers were unidentified. Peer review promotes students learner autonomy, linguistically and cognitively beneficial and socially and affectively enjoyable (Chang, 2016). Promoting independent learning. Peer review reduces dependence on 'the experts', something that could be useful in other learning contexts and in the workplace (Conde, Sánchez-González, Matellán-Olivera, & Rodríguez-Lera, 2017). Whether peer preview would be a socioculturally appropriate pedagogical activity in their home country; and how their culturally-based expectations about teaching and learning would influence their responses to peer review (Hu & Lam, 2010). Peer review has proved to be a powerful evaluation strategy that brings a number peer review has proved to be powerful evaluation strategy that brings a number of advantages over classical methodologies, such as facilitating the students' acquisition and development of skills and promoting their capacity for self-direction of their learning (Serrano-Aguilera et al., 2021).

A number of research studies show that feedback on writing helps EFL students modify their essays to a better quality (e.g. Cahyo & Amrina, 2016; Huisman et al, 2018; Yuce & Atac, 2019)), for example, investigated the effectiveness of peer feedback and self-correction based on guideline sheets on the writing ability of the Indonesian EFL students. The results showed that peer feedback and self-correction based on guideline sheets affect the process of writing in a positive way. In line with Cahyono & Amrina (2018), Huisman et al (2018) examined peer feedback on academic writing, undergraduate students' peer feedback role, peer feedback perceptions, and essay performance. This study found that students generally improved their writing from draft to final essay, and peer feedback providers and receivers similarly improved their writing performance after the feedback phase across all aspects of the assignment. Peer feedback was generally provided on aspects of style, content, and peer feedback on essay structure did not occur frequently. Peer feedback functions in the form of analytical, evaluative, and explanatory comments and

suggestions for revision. Peer feedback significantly increases students writing performance. The result of (Yüce & Ataç, 2019) study strengthened the finding that peer editing in EFL writing classes and peer editing can be implemented as an effective way to enhance students' writing skills. Peer editing has a positive impact on developing learner autonomy, cooperation, motivation, and teamwork in the classroom.

Therefore, Peer Review is an appropriate technique to improve students writing skills. Peer review techniques are very popular and have been applied in different contexts (Conde et al., 2017). Peer review is one of the techniques in teaching writing. It is very important in the writing process. Peer review is an activity in process of students‟ writing to respond to each other's writing. Using this peer review technique is very helpful for students improving their written work because by using this technique students learn more with their classmates by exchanging ideas with each other.

Therefore, this study aims to investigate the effectiveness of peer feedback on the writing ability of Indonesian EFL students. More specifically, the research question is stated as follows: does the student's given peer feedback have better ability in writing an essay than those who are not given peer feedback?

Theory and Method

The strategy chosen in this research design connects the overall research components in logistical and systematic way. The design of quantitative research methods is arranged in detail, specific, and clear. The design of the research method determined from the outset is steady and the handle is step by step.

This research uses quantitative research to make experimental targets more independent. In general, this research applies an experimental design to conduct quantitative research. Creswell (2012) states that the quantitative method is a method for testing a particular theory by examining the relationship between variables. In the use of quantitative methods, the researcher comprehensively defines all relevant terms at the beginning of the study, then the accepted definitions are used in the research process. The writer used Pre-test and Post-test to find out whether students' writing improved between the experimental class and the controlled class. This test took 30 students from two classes, namely class A and B in Indonesian subjects. The control class took 15 students from class A, and the experiment took 15 students from class B. So the writer used 30 students as the sample. The author's purpose in researching this is because both classes have almost the same English skills. In comparing a difference, the difference must not be too far, both must be almost the same, the experimental class is slightly higher than the control class.

Data collection was obtained from the results of the written test. The data sets were analyzed quantitatively before and after the research was conducted. The author gives a writing test on the Pre-test and Post-test, the purpose is to measure students' skills in writing descriptive, the test will be given to both the experimental class and the control class. The topic of the pre-test and post-test was about writing descriptive texts that they had previously studied. The author creates a topic to describe a person, place, and pet. For the exam, a rubric is needed to determine how much the student scores. The author uses question sheets and documentation. Quantitative data obtained from writing skills in the pre-test and post-test trials were analyzed using manual calculations.

Findings and Discussion

This test (pre-test and post-test) is given to class VII of SMPN 1 Labuapi, and its goal is to determine whether or not the students' writing skills have improved after treatment. Pre-test and post-test tests are administered before and following treatment. The essay included both the pre-test and the post-test.

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre- test experiment	30	34	92	66.80	16.662
Post- test experiment	30	50	95	74.90	13.322
Pre- test control	30	40	80	65.80	11.183
Post-test control	30	50	90	73.07	9.150
Valid N (listwise)	30				

Based on the table above shows that the pre-test experiment variable N shows the number of the students as many as 30 students, the minimum value is 34, the maximum value is 92, the mean value is 66,80, and the Std. The deviation is 16,662, in the post-test, the minimum value is 50, the maximum value is 95, the mean is 74,90, and Std. The deviation is 13,322. In the pre-test control, variable N shows the number of students as many as 30 students, the minimum value is 40, the maximum value is 80, the mean is 65,80 and the Std. The deviation is 11,183, in the post-test, the minimum value is 50, the maximum value is 90, the mean is 73,07, and the Std. Deviation 9,150.

Tabel 2. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
class	Statistic	df	Sig.	Statistic	df	Sig.
Pre- test experiment	.143	30	.121	.946	30	.133
Post- test experiment	.129	30	.200*	.948	30	.150
Pre- tests control	.113	30	.200*	.925	30	.036
Post- test control	.150	30	.082	.930	30	.050
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the output there is a significance value (sig.) for all data both in the Kolmogorov-Smirnov test and the Shapiro-regional test of 0.05, it can be concluded that the research data is Normal 2 distributed. Then we can test using parametric statistics (test paired sample of independent sample t-test) to analyze the research data.

Table 3. Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test experiment – post-test experiment	-8.100	9.887	1.805	-11.792	-4.408	-4.487	29	.000
Pair 2	Pre- test control post-test control	-7.267	13.175	2.405	-12.186	-2.347	-3.021	29	.005

Based on pair 1 output obtained score sig. (2-tailed) of 0,000<0.05, it can be concluded that there are differences in the students' average learning outcomes for the pre-test experimental class and the experimental post-test class. Based on the output of Pair 2, it has obtained a score Sig. (2-tailed) of 0,05. It can be concluded that there are differences in the average student learning outcomes for the pre-test control class and the control class post-test (conventional models). Based on the discussion of pair 1 output, it is possible to conclude that the use of the Peer Review technique has an impact on teaching students' writing skills at SMPN 1 Labuapi's Class VII.

Table 4. Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning outcomes	Equal variances assumed	6.033	.017	.621	58	.537	1.833	2.951	-4.073	7.740
	Equal variances not assumed			.621	51.380	.537	1.833	2.951	-4.089	7.756

Table 5. Group Statistics

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes	Post-test experiment	30	74.90	13.322	2.432
	Post-test control	30	73.07	9.150	1.671

The results of the descriptive statistics in the independent test, where the learning outcomes of experimental class students' average value was 74,90, can be used to determine how much the difference in students' learning outcomes for the post-

test in the experimental class with the control class can be seen in the data. The average for the control group was 73,074, in contrast. This indicates that the experimental class performed better on the post-test. Therefore, it can be said that employing the Peer Review technique has improved over not doing so.

Based on the Paired Test above the Alternative Hypothesis (Ha) stated that if the score Sig. (2-tailed) of 0.000<0,05, it can be concluded that the use Peer Review has an impact to enhance students writing skills at the class VII SMPN 1 Labuapi in the academic year 2021/2022 is accepted, and Null Hypothesis (Ho) is rejected.

This study examines the effect of peer feedback on EFL students' ability in writing. From the introduction part, the researcher has informed that the students may not be able to give feedback due to their arguable proficiency. This study revealed that students given peer feedback improved their writing ability in writing descriptive text. It can be seen from the improvement in their score taken from the pre-test and post-test which are 74.90 and 73.07, respectively. The improvement of the ability in the writing of the student given peer feedback consistent with the finding of previous studies (e.g. Cahyono & Amrina 2016; Huisman et al, 2018; Yuce & Atac, 2019) indicating that peer feedback was effective to improve students writing skills.

Conclusion

Based on the results and discussion, We can see that students who are taught using Peer Review have an impact on enhancing writing skills. Before the treatment was given, the student's scores on the pre-test were 66,80 and after the treatment was given, the students' scores on the post-test were 74,90. It means using Peer Review has an impact to enhance because in the paired test table, the score table was Sig. (2- tailed) 0.000<0.05 or Alternative Hypothesis (Ha) is accepted.

Then, the students in the control class who were not taught utilizing peer review received pre-test scores of 65.80 and post-test scores of 73.07. The post-test result from the experimental class was 74,90, which was higher than the post-test from the control class, which was 73,07, indicating that there was a substantial difference in the students who were taught via peer review. To conclude, feedback conducted at in EFL class is likely to improve the student's ability in writing essay text. Moreover, peer feedback is confirmed as strategies that are more beneficial than the conventional way of revising. It is then important that the implementation of peer feedback be considered in EFL writing classrooms.

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Developing Learning Media: Monopoly Thematic Education Based on QR Code Technology

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Abstract

This development research is motivated by learning activities in the new normal era which are Implemented on a limited basis. Submission of material without using learning media is one of the problems in limited learning activities which results in students not being able to understand the subject matter well. This study aims to create effective learning amid time constraints in the new normal era through Monopoly Thematic Education based on QR Code Technology. The innovation work of Monopoly Thematic Education learning media based on QR Code Technology was developed using the 4D development model (Define, Design, Develop, Disseminate). The development steps start from defining to analyzing needs and objectives, Design to devise the product, Developing to expand the product, including the validation process, and Disseminate to distributing the product. Monopoly Thematic Education Based on QR Code Technology as a thematic learning media can be used for Indonesian, Mathematics, Science, Social Sciences, PPKn, PJOK, and SBdP subjects. This learning media is equipped with a play guide, a book containing questions and answer keys, subject matter barcodes as material explanations, challenge cards, proprietary cards, correct cards, wrong cards, study cards, instruction cards, pawns, dice, and stars (gold, silver and bronze) as rewards for students if they can answer questions correctly. The advantages of the QR Code Technology-Based Monopoly Thematic Education learning media that have been developed are innovation and novelty in utilizing barcode technology which contains material explanations in the form of learning videos. This QR Code Technology-Based Monopoly Thematic Education learning media has been validated and declared feasible by experts.

Keywords: New Normal, Monopoly Thematic Education, QR Code Technology

Introduction

The COVID-19 pandemic has made education change its pattern from the initial face-to-face or offline learning process to face-to-face or online so that it requires interesting learning media to motivate students to be able to study independently at home.

Learning activities in the new normal era are performed normally with a new life order so that learning activities are conducted in a limited manner (Mustakim, 2020). Learning activities consist of planning, implementation, and evaluation stages undertaken by educators who are supported by media, tools, and materials (Ariyani, 2020). The presence of learning media has a very important role as a learning resource so that it is easier for students to understand the subject matter than without the help of learning media (Adlin, 2019).

Learning media is a means of delivering learning material from educators to students so that they can receive and understand the material well. Educators must be able to choose and determine the right learning media (Fita Mustafida, 2013). Students must also have independence in learning so that each student has a discipline and a sense of responsibility (Utomo, 2021).

Success in learning can be influenced by teacher skills in presenting subject matter (Mahesti, G., Koeswanti, 2021). Learning media is one of the supporting factors that can improve the quality of learning (Kurniawan, 2020). Learning media can also support the optimal achievement of learning outcomes from students. Learning media must be made interesting and adjust the characteristics of students (Oktaviatna, D., 2017). Understanding the characteristics of students is very important to be used as a reference in formulating learning strategies so that learning objectives can be achieved (Septianti, N., Afiani, 2020).

In general, the characteristics of students at the elementary school level are interested in fun activities. Learning while playing can be an alternative learning activity to foster students' learning motivation so that subject matter can be more easily understood and can improve students' attitudes in everyday life (Mahesti, G., Koeswanti, 2021). Therefore, educators must be able to make learning activities more interesting and fun.

One alternative to improve the quality of learning is an innovation that can adapt to the times, such as technology-based innovation works such as Monopoly Thematic Education Based on QR Code Technology that can be used in the learning process. Monopoly Thematic Education Based on QR Code Technology as an innovation work to rise from the covid-19 pandemic that can be applied in the new normal era through the creation of appropriate technology, namely by utilizing QR Code technology.

Theory and Method

Monopoly Thematic Education Based on QR Code Technology is an innovative work in learning media developed using the 4D development model proposed by Thiagarajan and Semmel. The development steps in this research are as follows:

A. Define

At this stage, a needs analysis of the monopoly learning media is carried out to be developed. This needs analysis includes an analysis of the characteristics of students, material analysis, and analysis of the effectiveness of using this monopoly media in learning activities.

B. Design

At this stage, the researcher designs a monopoly learning media product that is tailored to the learning needs of students. This stage consists of designing media concepts, media selection, design, and media formats.

At this stage it starts from designing concepts such as determining the application or how to use it, determining the product name, choosing the materials and tools to be used, designing the shape and size of the monopoly board, collecting images, designing the concept of a play guide book, a book containing questions and answer keys, QR Code of subject matter, challenge cards, property cards, correct cards, wrong cards, study cards, instruction cards, pawns, dice, and stars (gold, silver, bronze). The monopoly board used is made of wood because it is more practical and strong. The size of the board is made 45cm × 45 cm for the reason that this size has a balanced proportion, neither too big nor too small.

Monopoly design was created using the Corel Draw. The printed monopoly display is affixed to a wooden board and then coated with acrylic so that the image does not fade and can last a long time. The images contained in this learning media are copyright free. After designing the monopoly board, the next step is to design a guidebook that contains game technicalities, create a barcode containing an explanation of the material, and create a learning video using the Kine Master application which is then converted into a QR Code.

C. Develop (Development)

At this stage, the researcher develops monopoly learning media according to the design that has been prepared. After the product is finished, the product is then validated by a material expert, namely Mrs. Dr. Siti Annisah, M.Pd, and a media expert, namely Dr. Yudiyanto, M.Si, then tested it on 4th graders at SDN 10 Metro Timur. Product validation aims to obtain feasibility and input and advice from experts. While the trial was conducted to assess the practicality of the product. The results of the validation and testing are used as guidelines for improving the quality of the developed learning media.

D. Disseminate (Dissemination)

At this stage, the product that has been developed is refined based on input and suggestions at the validation stage and considered practical according to the test results. After the product is finished, it is reproduced and then disseminated to users.

Water activities (aquatic) are all types of activities whose media or intermediary is water (Biliandri et al., 2018). Aquatic sports are all types of sports that are carried out with intermediaries or using water media. This aquatic sport can be done in swimming pools, rivers, lakes, seas, and beaches. Various aquatic sports that have been standardized and competed at the international level are swimming, beautiful swimming, diving, water polo, diving, and rowing.

One of the sports that is quite popular among the public is swimming. This is because swimming is a sport that has many benefits for the perpetrators. The sport is also used as a competitive sport. In swimming competitions, the contingent can gain a lot of advantages when mastering the sport. Swimming is a sport that has several advantages when used as a medal strategy. These advantages include swimming, which competes in many competitions from four different styles, namely freestyle, breaststroke, backstroke, butterfly, individual medley with various swimming distance numbers ranging from 50 m, 100 m, 200 m, 400 m, 800 m, and 1500 m for both men and women which if the total number reaches 38 competitions (Agung Purwandono Saleh et al., 2020). Another advantage is that a swimmer can participate in competing for more than one event.

The diving sport is an aquatic sport under the organization FINA (Federation Internationale De Natation) (FINA, 2014). Diving is a sport that resembles aerial acrobatics on the surface of water (Usra, 2019). Basically the diving consists of a jump that starts from the take off step or the take off reflection then enters the water (Wijayanti, 2020). The use of a diving board is a combination of movement in the air after take off and before entering the water. The diving competition is divided into two disciplines, including the springboard diving and the platform diving. The height of the springboard is 1m and 3 m, while the height of the platform is about 5-10 m (FINA, 2017). The Diving technique is a combination of gymnastic techniques and the art of body flexibility. This sport requires good body flexibility, so that in the early stages of training, the search for high-achieving seeds is carried out in early childhood. Elementary school age children are the right age to start the sport of diving. This is in accordance with the opinion of (Arnot, 1986) that to start this sport in the age range of 6-7 years. At this age children have good body flexibility and can be trained to the maximum and at this age children already have strong self-confidence to face challenges.

Aquatic sports achievements can be achieved with good and correct coaching as a whole. It is difficult to ascertain what factors are the most dominant because many factors influence the achievement of sports achievements, but the process of coaching and achieving aquatic sports needs to be described in a comprehensive concept in a tiered coaching pattern. The achievement of peak performance in sports can only be achieved through a systematic, planned, regular and continuous coaching process (Adzilika, 2018).

Findings and Discussion

Monopoly Thematic Education Based on QR Code Technology is a thematic learning media in the form of a monopoly game that contains material and questions as well as the use of QR Code technology to explain the subject matter. This learning media has cards like the monopoly game but has been modified. The cards are challenge cards, property cards, study cards, instruction cards, true cards, and false cards. This learning media has been validated and declared feasible by experts. The use of this learning media can create a conducive and fun learning atmosphere so that the learning process becomes more interesting and meaningful.

A. Specifications of Monopoly Thematic Education Based on QR Code Technology

1. The use of wooden planks as a media base
2. Acrylic as a protective substrate for the substrate
3. Pawns, stars, and dice made of acrylic
4. Cards made of paper with size
5. Guidebook
6. Question book and answer key
7. Signboard
8. QR Code technology to access play procedures and learning videos

B. Steps to Create Monopoly Thematic Education Based on QR Code Technology

The steps for making this learning media start from analyzing the needs, making the concept of learning media as needed, preparing the tools and materials needed, cutting boards and acrylic as a media base with a size of 45 cm × 45 cm, and designing learning media using Corel Draw, making dice and pawns using pieces of wood, making stars (bronze, silver, gold) from marble paper, looking for questions according to the subject matter, making challenge cards, study cards, instruction cards, correct cards, and wrong cards, making learning videos using the application Kine Master, creates a QR Code to explain the subject matter, and makes a manual or technical use of learning media for users.

The use of this learning media is the same as the usual monopoly game, but the difference is in the form of the game that contains questions about the subject matter and the use of barcode technology to explain the subject matter. How to use it can be seen at the following link:
https://drive.google.com/file/d/1IDagajFcWYT89uj5IMOsvIO98zlwrerZ/view.

The rules of the Barcode Technology-Free Monopoly Thematic Education game are as follows:

1. One play group consists of 4-6 student members.
2. Determine the order of play by doing *hompimpa*.
3. Player rolls the dice to start the game move.

4. If the player can answer the question from the educator, then the student can move according to the dice that appear. However, if the player cannot answer, then the player remains in the starting box.
5. Players who can step, then take a challenge card that matches the box the player occupies.
6. If the player can answer the question on the challenge card, then the player gets a bronze star and a proprietary card. However, if the player cannot answer the question on the challenge card, the player does not get a bronze binnang and a proprietary card.
7. If the player is in the box that the player already has after stepping in several rounds, then the player takes a challenge card. If the player can answer the question correctly then the player can raise the level to silver and then gold.
8. If another player is in a box that already has an owner, then that player takes a challenge card.
9. If the player can answer the question correctly, then the player takes the correct card, and follows the instructions on the correct card. If the player takes over, the owner of the box gives 1 question that is already on the proprietary card to the player. If the player can answer, then the ownership card changes power (not valid for boxes that already have gold stars). However, if the player answers incorrectly, then the takeover of power does not occur.
10. If the player cannot answer the question correctly then the player takes the wrong card and follows the instructions on the wrong card.
11. If the player stops at the Study Box, the player takes a study card and reads the subject matter on the study card.
12. If the player stops at the Instruction Box, the player takes an instruction card and follows the instructions on the instruction card.
13. If the player stops at the Question-Free Box, it means that the player does not take a challenge card and does not get a question.
14. If the player stops at the Free Step Box, it means that the player has the right to step into the desired box.
15. If the player stops at the Stop Box for One Round, it means that the player does not get a turn to play for 1 round.
16. The winner in this game is the player who gets the most gold stars.
17. After playing the QR Code Technology-Free Monopoly Thematic Education game, players can see material that students have not understood through a QR Code containing a learning video on the last page of the guidebook.

The advantages of Monopoly Thematic Education Based on Barcode Technology are innovations in the form of the use of technology as a means of explaining subject matter through barcodes. This learning media can create effective and fun learning amid limited time in the new normal era. This learning media can make it easier for students to receive material so that the learning activities carried out by students become more interactive and fun. This learning media can not only be

used in the learning process at school but also used at home as a means of educational games.

Besides its advantages, Monopoly Thematic Education Based on QR Code Technology has weaknesses, in the form of requiring an internet quota to be able to access learning videos that contain explanations of learning materials, the need for assistance from teachers or instructors, cannot be played individually, and the use of technology that is only found in accessing videos. Learning is using QR Code technology and the manufacturing process is quite long and costs quite a lot.

Monopoly Thematic Education Based on QR Code Technology has a good role in society, especially in the field of education. The presence of Monopoly Thematic Education Based on QR Code Technology as a learning medium as well as an educational game provides its value in education and can improve the quality of learning in the future. This media can be applied to the learning process at school as a learning medium and can be used as an educational game that children can use to access knowledge independently at home.

Monopoly Thematic Education Based on QR Code Technology can have an impact in various fields in society, namely as follows:

1. Education Sector

Monopoly Thematic Education Based on QR Code Technology has an impact on the education sector. Monopoly Thematic Education Based on Barcode Technology can have an impact on improving the quality of education where in its application to the learning process students are required to participate so that it can increase student activity and make it easier for them to understand learning material. Monopoly Thematic Education Based on QR Code Technology can be used as a learning tool both formally and non-formally in the form of educational games.

2. Socio-cultural Field

Monopoly Thematic Education Based on QR Code Technology can have an impact in the social field, where in its application it requires a partner so that it indirectly creates good interactions between individuals. This good interaction can form individual characters who are sensitive to the surrounding environment, build a healthy competitive spirit, and uphold the value of sportsmanship.

Monopoly Thematic Education Based on QR Code Technology has an impact in the cultural field as can be seen in the SBdP material which contains a discussion of Indonesian cultures to be studied and designs on media that teach local wisdom of Indonesian culture to instill a love for the homeland.

3. Economics

Monopoly Thematic Education Based on QR Code Technology can have an impact on the economy, where this product can be mass produced by improving the product to be more practical so that it can be reached by the general public. With this work, several parties can collaborate to be able to develop this work massively.

Monopoly Thematic Education Based on QR Code Technology has been validated by material experts and media experts. Then, it has been tested at SD Negeri 10 Metro Timur which states that Monopoly Thematic Education Based on QR Code Technology is very suitable to be used as a learning media.

Conclusion

Monopoly Thematic Education Based on QR Code Technology is a work of learning media innovation in the field of education. This learning media is used as a support in the thematic learning process in the form of a monopoly game that contains material and questions, as well as the use of QR Code technology to explain the subject matter. Monopoly Thematic Education Based on QR Code Technology was developed using a 4D development model which includes 4 stages, namely:

1) Define, the needs analysis stage.
2) Design, as the product design stage.
3) Develop, as a stage to develop the product.
4) Disseminate, as the stage of dissemination.

This QR Code Technology-Based Monopoly Thematic Education has been validated by material experts and media experts and has been tested in grade 4 at SDN 10 Metro Timur which states that this QR Code Technology-Based Monopoly Thematic Education is suitable to be used as a learning medium in teaching and learning activities.

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Hedges As Politeness Strategy in EFL Student's Book Review Oral Presentation: A Pragmatic Study

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Abstract

In the language learning process, communication skill is a vital aspect to be mastered. One of the communication process that is most widely used is oral presentation. This study aimed to investigate the types of hedges used in the EFL students oral presentation and their pragmatic functions. The present study used a qualitative descriptive method as a research methodology. The data of this study were taken from four videos of EFL students oral presentation. The data were analyzed using Brown and Levinson's (1987) politeness strategies theory. The results of this study found that there are two types of hedges used in the EFL oral book review presentation, which categorized into 4 categories, namely (1) adapters, (2) plausibility shield, (3) attribution shields, and (4) rounders, which serve to show the value of politeness to audience or interlocutor and avoid the possibility of conflict over errors in the information submitted so as to reduce the level of accuracy of the information conveyed. Referring to the results, this study implies that learning about the use of hedges to suit the situation is necessary for EFL students.

Keyword: *EFL students, hedges, book review, politeness strategy, oral presentation*

Introduction

In academic English courses, oral presentation is an integral part of a series of processes for developing EFL language proficiency student (Harun, Islam, and Rahman, 2016). According to Harun, Islam, and Rahman (2016), undergraduate students understand the basic principles of formal presentations as part of a formal presentation as their course requirements from the start of their studies in higher education. This learning process is a series of scientific presentation courses where

students are asked to analyze books using the theories they have learned and presented the results of their reviews in front of friends and lecturers. Reviewing a book is an activity of reading, understanding, analyzing, evaluating, and revealing the advantages and disadvantages of a book as information for others (Sitepu, 2013). So, from some of the definitions above, it can be concluded that reviewing a book is an activity in which a person reads carefully, understands, and evaluates a book or literary work to reveal the advantages and disadvantages as well as to describe the literary work to others. The results of this book review can be used as a picture for potential readers to understand the content of a literary work before they read or watch it.

The learning process of reviewing a book is very important to improve students' understanding of the contents of a literary work. Students can assess a literary work more deeply and understand a literary work from another point of view and gain cognitive benefits through book review activities. As revealed by the expert that there are four purposes of reviewing books, namely, training reasoning skills, enriching knowledge, as a source of income, and enriching reading books. The main purpose of book reviews is to provide feedback on the contents of the book as information to potential readers of the book and motivate readers to read the book (Sitepu, 2013).

The learning process for the presentation of the books analyzed in this paper was carried out during the Covid-19 pandemic so the activation process is done online via video conference application and attended by the students and lecturer. According to Merriam Webster Dictionary (2004), presentation is an activity in which someone shows, describes, or explains something to a group of people. Meanwhile, Triwidodo and Kristanto (2004) in Sari, Handayani, and Antoni (2021), presentation is a form of an oral report regarding a certain fact to the communicant. In addition, presentation is also defined as an active activity in which a speaker conveys and communicates ideas and information to a group of audiences (Sutomo, 2007). From some of the definitions above, it can be concluded that a presentation is a form of verbal communication, which is a form of communication used to convey messages to other parties through writing or verbally. By delivering messages in writing or orally, it is hoped that people can understand what the sender of the message is saying well and the speaker must also be able to make interesting presentations to follow.

In practice, sometimes people want to get the effect of a blurry conversation during their presentation. They are willing to use several hedges to express their opinion, which requires both the speaker and listener to have a rich knowledge of hedging. The reason why people use hedges during their presentation is to save their face because they are not sure about their information, to achieve self-protection, and to make words more appropriate and acceptable. As it is stated by Vlasyan (2019), hedges has the main function in conversation include: avoiding conflicts, saving the face of both the speaker and the hearer, mitigating the imposition. Vlasyan (2019) in his research also stated that hedges are the most distinctive component of fuzzy language and play an important role in maintaining politeness in communication. Hedging can make communication polite and flexible, which effectively helps maintain and adjust the relationship between speaker and listener to keep the communication flowing. Therefore, the

current research focuses on the types of hedges used by students and the pragmatic function of using hedges in the EFL student book review oral presentations.

Literature Review

Types of Hedges

Lakoff (1973) explains that there are 4 criteria for hedges, namely definitional, primary, secondary, characteristic though incidental. Lakoff further proposed criteria for hedges membership to select which hedges include and their use. Meanwhile, according to Martín-Martín (2008) there are 3 classifications of hedging functions, namely determination strategy, strategy subjectivity, and depersonalization strategies. On the other hand, Prince in Vlasyan (2019) stated that there are two types of hedges, namely approximators and shields. Vlasyan explains that approach affects truth propositional hedging conditions. While the shield affects the degree and type concluded speaker commitment. Approximators protect propositional content and can be further subdivided into adaptors and rounders.

Table 1.1 Types of Approximators Hedges by Prince et al (1982)

Adapters	Rounders
Somewhat	*About*
Kind of	*Approximately*
Sort of	*Something*
Some	*Around*
A Little bit	

Adaptors contribute to the value of utterance. Whereas rounders indicates the range or approximation, in which ideas are approximated, such as about, approximately, something, around. The next major class, shields, contributes to the degree of uncertainty about the propositional content spoken by speakers and can reflect the extent of their involvement. However, the two categories of shields are attribution shields and plausibility shields.

Table 1.2 Types of Shields Hedges by Prince et al (1982)

Plausibility shield	Attribution Shield
I think	*According to*
Probably	*Perhaps*
I take It	*At least*
As Far as I can tell	*To one's knowledge*
I have to believe right now	*Etc.*
I don't see that	

The table above shows the two categories of shields which have different function. A plausibility shield conveys the speaker's uncertainty, doubts about what is being said. However, the attribution shield which consists of expressions

that contribute to the truth value of a proposition. They also often followed by the sources of information.

Politeness Theory and Politeness Strategies Brown and Levinson (1987)

According to Hamuddin and Noor, as it stated in (Zakia, 2018), a theory by Brown and Levinson (1978) about politeness strategies has been used at first as a face-threatening technique as a paradigm for politeness tactics that conveys how various behaviors might endanger someone's face or face-t-threatening acts (FTA). As a theoretical framework, first, Levinson and Brown modified Goffman's 1967 concept of "face" and provided a more appropriate definition of "public self-image" for the late century (Brown and Levinson, 61 2). Then, they classified "face" into two categories: positive and negative, where positive denotes the need to understand and be accepted and negative denotes the requirement for one to have the freedom to express oneself (Brown and Levinson, 22). Therefore, politeness is used when the face is threatened and needs to be defended for facial preservation. Brown and Levinson (68-71) divide politeness strategies according to how far the speaker and listener minimize threats when they speak. The strategy includes the bald on-record, positive politeness, negative politeness, and off-record strategies. It starts with doing Face Threatening Acts explicitly without diminishing threats at all to avoid performing them.

Theory and Method

To elaborate on the idea of this research, the present writers applied qualitative research method. Qualitative research method helps the writers write this research to gain the objective of the study. This methodology is useful for the writers because it can help writers finding the perfect explanation for a phenomenon (Magilvy & Thomas, 2009). This means that the author can analyze the form of the data from film scenes, recorders, and others (Istiani & Puspita, 2020; Puspita & Amelia, 2020; Afrianto, & Restika, 2018). The qualitative descriptive method also offers efficiency to people who use it because only requires analysis from various sources on the Internet (Bowen, 2009). Another thing that makes the writer choose the qualitative descriptive method is how the goal of this method itself is to conclude an indescribable phenomenon that requires understanding.

Qualitative method allowed the researchers to provide a comprehensive description of enablement in plain language while staying close to the data (Hudon, et.al., 2013). Moreover, the analysis will be presented in form of words, clauses, and sentences instead of in a form of numbers. The researcher is allowed to write detailed information from various sources according to the method (Connaway & Powell, 2010). Therefore, the present writers choose a qualitative descriptive method to analyze what types of hedges used in the EFL student's fiction book review oral presentation video and the student's motivation to use hedges in their presentation.

In collecting research data for the current research, the writer uses several steps. Firstly, watching the student book review presentation video as primary data repeatedly to get an understanding and understanding of the points relevant to the discussion. Next, write a transcription of each word of the conversation taken from the student book review presentation videos. Every word spoken by students, especially students who are making presentations is copied into writing form to help the researcher find the hedges. Finaly, analyzing the data.

Findings and Discussion

In this research, the writters use 4 videos as the data, and then clasify them into two types of hedges which then catogorized into 4 categories. They are adapters, plausibility shield, attribution shield, and rounders.

Adapters

Data 1

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	A little bit	1	Approximators	Adapters
2.	Kind of	2	Approximators	Adapters
3.	Some	9	Approximators	Adapters

Data 2

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	Some	1	Approximators	Adapters

Data 3

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	Some	1	Approximators	Adapters

Data 4

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	Kind of	1	Approximators	Adapters
2.	Some	2	Approximators	Adapters

Plausibility shield

Data 1

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	I think	1	Shield	Plausibility shield
2.	In my opinion	3	Shielad	Plausibility shield
3.	Maybe	10	Shield	Plausibility shield

Data 2

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	I think	1	Shield	Plausibility shield
2.	I thought	2	Shield	Plausibility shield

Data 3

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	I think	1	Shield	Reasoable shield
2.	I thought	1	Shield	Plausibility shield

Data 4

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	I think	6	Shield	Plausibility shield
2.	Maybe	1	Shield	Plausibility shield

Rounders

Data 1

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	Around	1	Approximators	Rounders

Data 2

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	About	1	Approximators	Rounder

Data 3

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	Around	1	Approximators	Rounder

Data 4

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	Around	1	Approximators	Rounder

Attribution shield

Data 2

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	According to	1	Shield	Attribution shield

Data 3

No.	Hedges Used	Amount of usage	Types of Hedges	Categories of Hedges
1.	According to	3	Shield	Attribution shield

From the data above, it can be seen that shield-type hedges are more often used in EFL students book review oral presentations than approximators-type hedges. As it is known that shield-type hedges serve to show the speaker's attitude towards what he is saying. This type of hedge shows a lack of confidence in the information conveyed. And the most frequently shield used in EFL students book review oral presentation is palusibility shield, which are; *I think, Maybe, In my opinion*.

For example:

> ***I think*** *your connection, Sir.* ***I think*** *the vulgarity of this novel is still within reasonable.*) ***In my opinion****, sometimes when we love someone so much,* ***I think*** *if we want the best for her or him yaaaa we need to relize if we have an anger issue and may be will hurting him or he.*

As we can see from the description of the text above, the plausibility shield shows the speaker's attitude towards what he/she is saying with the aim of showing politeness to the interlocutor that the speaker does not fully understand, understand, or believe about what he/she is saying. The use of this shield also aims to avoid conflicts with the audience when there is an error in the information spoken by the speaker. So that the speaker can still protect his/her self-image if what he/she says is not entirely true.

Attribution shield is rarely used in EFL students book review oral presentation. This category shield borrows the thoughts of others or other sources of information as the basis for the information conveyed by the speaker so that this category shield frees the speaker from the speaker's full responsibility for the accuracy of the information conveyed. The attribution shield obtained from the research data is, according to.
For example:

> ***According to*** *Warn in the study experience that arrive in human such as the five senses in the feeling and mind.*
> ***According to*** *the Greekk and also Amazon the price of this book around Rp. 93.000.*

It can be seen from the description above that the speaker uses the findings of other people as the basis for the information conveyed to the audience. This reduces the speaker's full responsibility for what he/she is saying. The responsibility for the correctness of the information submitted is divided by the name of the source of the information he/she uses.

The second type of hedge used is the Approximator. The approximator does not show the attitude of the speaker but the content of what he/she says. This type of hedge is divided into two categories, namely adapters and rounders. The adapters used in this study are 'some', 'kind of', 'and a little bit'. Examples of the use of shields in this category can be seen from the following illustration:

> *This book is audio book for those who can't read well or have* ***some*** *problem with their eyes. He decided to have* ***some*** *theraphy in hospital.Some people have this* ***kind of*** *experienc.*

Adapters relate to the classification or class membership of something. The speaker uses this shield to give the effect of a certain resemblance or grouping of something he is talking about.

The next category of approximators used in the EFL students book review oral presentation is rounders. Rounders hedges used are about and around. An example of its use can be seen from the following illustration:

> *The book price is* ***about*** *Rp. 75.000.*
> *The price of this book* ***around*** *Rp. 93.000*

The description above is taken from the conversation in the video which is the data for this research. From the description above, it can be seen that the speaker uses this hedges to make an estimate of a price. This hedges is used because the speaker does not know the exact price of the book he/she is talking about so the speaker only provides approximate terms to convey the information to the audience.

Conclusion

From the analysis conducted on the data above, it can be concluded several things regarding the use of hedges in the EFL students book review oral presentation. First, there are two types of hedges used in the EFL students book review oral presentation, namely Shield and Approximators, which are then categorized into four categories. Second, shield-type hedges are used more frequently in EFL students book review oral presentations than approximators. Finally, the purpose of using hedges in the EFL students book review oral presentation is to show the speaker's polite attitude towards the audience by avoiding conflicts over the truth of the information conveyed in the presentation. This then encourages the speaker to use hedges to show the speaker's uncertainty or doubt about the information conveyed.

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The Representation of COVID-19 Disaster in Indonesian Literature

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Abstract

Disasters in Indonesia are an existential threat and also comprise a constant motif in contemporary Indonesian literature in particular relating to natural disasters such as earthquakes, flooding or specific natural disasters such as the 2004 tsunami which struck Aceh. However, with the onset of the COVID-19 pandemic in early 2020, short stories have responded to a new and persistent disaster. This representation of the COVID-19 disaster is contextualized within the representation of responses to disasters over the last 30 years. It seeks to answer whether short stories have changed in terms of how they represent man's responses to disasters in this period. The paper draws on the theory of narratology to link the event of the disaster to the characters' position in the events and their experiences and reactions. It analyzes nine short stories, four pre-COVID and five published in the COVID period. This paper finds characters are positioned in different ways in the sequence of disaster events with heterogeneous reactions to disasters. While the reactions of grief and trauma and the use of traditional remedies are constants across the two periods, the COVID-19 period stories show differences. There is the commercialization of traditional remedies; the linking of the pandemic disaster to environmental and social disasters, and; resisting unsustainable practices. A dystopian future is also represented with man's inability to cooperate leading to debilitating COVID mutations coupled with devastating environmental damage resulting from global warming.

Keywords: *disasters, COVID-19, Indonesian literature*

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Introduction

In March 2020 the President of Indonesia Joko Widodo declared a national disaster as a result of the growing spread of COVID-19 and its widespread economic impact. The growth of the disaster can be seen in the number of COVID-19 deaths, which at the time of writing, stands at 157 208. Efficacy in the imposition of control measures can be seen in the different death rates during this period. From March 2020 to June 2021, a period of 18 months, the number of COVID-19 deaths grew from nil to 56 371. In the next three months, to the end of September 2021, the rate of increase in deaths rose very sharply with 84 263 deaths recorded. Over the last 12 months the rate of increase in deaths slowed significantly with an increase of 17 060 deaths. (John Hopkins CSSE COVID-19 Data, 13 August 2022).

The COVID-19 disaster has largely been viewed is a disaster which can be controlled and perhaps even eliminated through research and technology as well the application of science-based policies. The UN Environmental Program & International Livestock Research Institute report on zoonotic diseases (2020), of which COVID-19 is one, positions mankind as part of an ecosystem which is being increasingly damaged by man, leading to the spread of new zoonotic diseases. This UN Report warns new zoonotic diseases, hosted in wildlife, will spread to man as forests diminish, the climate warms and wildlife and mankind come into greater contact.

Indonesia has long had to contend with disasters as a consequence of its geology – earthquakes, volcanic eruptions and tsunamis. The 2004 tsunami which mostly impacted Aceh was also declared a national disaster (Hendra Gunawan, 2014). with an estimated 170 000 people perishing (World Food Program, 2012). This disaster both overlapped with and led to the end of what could be called a long social disaster, the armed conflict between the central government and the Free Aceh Movement (*Gerakan Aceh Merdeka*). In terms of its toll on human life the pandemic and the 2004 tsunami present as comparable disasters.

There have been a number of analyses of pandemic literature since the COVID-19 outbreak in Indonesia in early 2020. Putu Fajar Arcana (2020) provides an overview and an analysis of an anthology of twenty-pandemic short stories, *Cerpen Pilihan. #ProsaDiRumahAja. Pandemi*. She argues pandemic stories occupy a valued place as social documents which records experiences of the COVID-19 pandemic. Arcana uses an analytic approach that emphasizes the links between the writer, text and the community experiencing the pandemic and gives examples of some of these writers drawing upon their own experiences as material for their stories. She also highlights, in the context of the pandemic, recurrent motifs of social isolation and social conflict such as domestic violence or friction arising between religious and traditional beliefs. Arcana analysis is also anthropocentric with its analysis of the impacts of efforts to control the spread of the disease on people.

Amelia Indah Nurfitriani et al. (2022) also use an anthropocentric approach and adopts the same categories and terms as Arcana in their analysis of *Pilihan Cerpen. #ProsaDiRumahAja*. *Pandemi.* The writers however, go on to explicate the underlying theory implicit in Arcana's analysis by connecting the term 'social documentation', with that used by Laurenson and Swingewood in *The Sociology of Literature*

(1974). They also explicate the thematic basis of the categorizations, using Stanton's concept of themes found in his *Introduction to Literature* (1965). The writers attempt to further analyze a selection of these stories in terms of social values. Of interest in their analyses, although not explicated, is an implied loss of social values and the emergence of signs of dystopia with rule breaking, crime, domestic violence and mental anguish. The approach however, leaves a gap, that is, man's position in a chain of disaster events within an ecosystem in which man is both an agent seeking to control the environment and a victim of disasters.

Eva Dwi Kurniawan dan Septi Riana Dewi (2021) examine the structure of eight Indonesian novels which contain stories of disasters (pre-pandemic). The writers attempt to connect the concept of disasters (natural, non-natural and social) to themes, characters, setting and points of view. These analytical elements reveal a similar anthropocentric perspective as the analyses discussed above. Stanton's concept of theme (1965) is used in relation to human conflict to analyse the stories. Characters are examined as to their ability to control a disaster and the setting is defined by the researchers as the physical area of the disaster. The concept of point of view is linked to the narrator or character's description of the disaster. The aim is to merge these silos of analyses using three basic concepts drawn from Peaget's structural theory (in Hawke, 1977) namely, wholeness (coherency), transformation (process of forming), and self-regulation (change). The conclusions however, remain largely confined to each siloed analysis. A consequence of these silos and the definitions used leads to omissions in analysis for example, a novel with narrator comment on climate change is allocated to setting (location) and not further discussed, whereas the content in fact, reveals an anthropocentric opinion espousing climate change denial.

Sophia Naisuri and Sony Sukmawan (2019) shift literary analysis from an anthropocentric perspective to an ecocentric one noting that man can be the cause of disasters through various activities that impact the environment. The researchers seek to analyse, from an ecocritical perspective, eleven Indonesian short stories published in the period 2005–2018. The analysis is based on identifying and linking concepts and information from disaster management schema with corresponding data in the stories. The authors also identify environmental messages which is termed a 'narration of motif' from the data specifically, narrator comment on man's activities. The authors find that that these messages are 'being vigilant' (understanding mitigation measures) and 'loving nature' (avoiding damaging nature). The researchers are critical of short story writers though for largely focusing on the physical impacts of natural disasters rather the issues relating to these disasters. The analysis itself however, treats characters in the works as part of a homogenous group with largely homogenous responses to disasters. Reactions to a disaster which do not conform to disaster management concepts for instance, a character who refuses to evacuate is not further analysed. Trauma stemming from a disaster is not treated as part of any post-disaster 'reconstruction' but presented as separate data relating to personal grief or panic but with little data and analysis.

Based on this literature review, there is scope to research the position of characters within disaster events; the heterogenic nature of responses to disasters, and; changes to representations of disasters in literature across disasters over a longer period. From this discussion the research problem that emerges is the representation of the

COVID-19 disaster within the context and a timeline of current and previous disasters. The specific research questions to be addressed are: 1) how are characters positioned in relation to the disaster events? 2) How do characters react to these disasters? 3) Have these representations of disasters changed over time?

Theory and Method

The research draws upon the theory of Narratology (Bal, 2017) to describe the selected stories in terms of a chronological sequence of events and characters' experiences and reactions. Bal defines events in a narrative text as: "the transition from one state to another state" and that these events are caused or experienced by actors in the story (Bal, 2017:5). The narratological concept of events and actors can be closely linked to disaster management concepts with its succession of events showing transitions in the state of the disaster. These events reflect man's efforts in: disaster mitigation; surviving a disaster; emergency response; rehabilitation; and; reconstruction (Republic of Indonesia Law Number 24 of 2007 on Disaster Mitigation (*Undang-Undang Nomor 24 Tahun 2007 Penanggulangan Bencana*). The linking of these concepts allows the events in the short stories to be conceptualized as being part of a sequence of events as well as identifying the particular disaster event(s) and reactions.

The data for this paper is drawn from nine short stories, which contain representations of different disasters and different reactions, published during the last three decades. They are drawn from different daily newspapers, *Kompas*, *Republika*, and *Tanjung Pos*. An analysis is made of each story in turn, from the pre-pandemic period to the pandemic period stories. The data relating to the sequence of events is presented as a description of this data which also identifies the narrator (or narrator-actor that is, a narrator who participates in the story). This data is analyzed to answer the first question relating to the positioning of the characters within the sequence of events. It then goes on to present data drawn from the narrator's descriptions and comments. This data is analyzed to answer the second question on characters' reactions to the disaster events. The collated data and findings on the first two questions are further analyzed to address the question of change in representations of disasters over the two periods.

The selected short stories are as follows:

1) "Lelaki yang Kawin dengan Peri" ("The Man who Married a Fairy") by Kuntowijaya (1994)..
2) "Kuala Kapuas" by Korrie Layun Rampan (2001).
3) "Laut Lepas Kita Pergi" ("The Sea has Departed, We have Left") by Kurnia Effendi (2006).
4) "Nistagmus" by Danarto (2006).
5) "Akar Bahar Tiga Warna" ("The Tri-Coloured Coral Tree") by Lina PW (2021).
6) "Lebaran Kematian" ("The Holiday of Death") by Helmy Khan (2021).
7) "Gering Agung Wayan Natar" ("Wayan Natar's Great Illness") by Warih Wisatsana (2021).

8) "Ia Tahu Cara Memusnahkannya" ("He knows the Way to Destroy It") by Sandi Firly (2021).
9) "Simuladistopiakoronakra" by Seno Gumira Ajidarma (2020).

All translations of Indonesian language narrative text in this paper have been done by the researcher.

Findings and Discussion

This section has two parts. The first part presents and examines data from each story starting from the pre-COVID period to the COVID period relating to the positioning of characters in the events of the disaster in the story, and the reactions to these events. The second part examines the changes between these two periods. The first part shows characters placed in a range of positions in the sequence of disaster events from being contributors to a disaster, observers, survivors and witnesses. Characters' reactions to disaster events are heterogenous from the indifference of businesspeople, trauma in survivors, shock in observers to the resurfacing of sublimated trauma caused by disasters long ago. The second part in this section finds there are similarities and differences in the representation of disasters. Grief remains a constant across disasters as well as traditional remedies to control and heal pandemics. Differences are seen in: the commercialization of traditional remedies; the showing of linkages between environmental disasters and the spread of COVID-19; demonstration of greater resistance to unsustainable ecological practices; and a future dystopian world.

Positioning of Actors and Reactions to Disasters

"Lelaki yang Kawin dengan Peri" (1994)

In the structure of the short story "Lelaki yang Kawin dengan Peri" (abbreviated as LYKDP) by Kuntowijyo (1994) there is a fabula or a story within a story. In this story the narrator is positioned as a knowledgeable source on Javanese village life, and is observing events. The narrator is seeking to show another outsider (a parliamentary candidate) the nature of Javanese village life and their belief system. The narrator of the story within the story goes on to narrate a series of events which begins with an outsider, who is married to a villager and is visiting, accusing the villagers of smelling. He is met with angry denials by his in-laws but he persists and his accusations spread to others causing anxiety within the village and entrenching a belief that there is a bad smell. Mutual recriminations among the villagers follows. The unrest attracts the interests of the local security apparatus who conduct an investigation. The investigation eventually finds that a villager called Kromo is responsible for the smell. Kromo is then banished to the fringe of the village and lives in an area considered to be enchanted; however, the smell persists. In this enchanted place Kromo has a vision of a fairy whom he marries (without her presence) in an official wedding ceremony. The event reveals the extent to which other villagers share Kromo's mystic beliefs. The smell becomes ever more pervasive after the marriage and only disappears when Kromo dies and is replaced by a fragrant smell. Kromo's death is followed by a plague (*pageblug*, also called a *pandemi*) within the

village. The villages react by returning to old beliefs in an attempt to control the plague. During the plague a *kyai* (Islamic preacher) arrives. The *kyai* re-focuses the villagers on remembering the dead through prayers, studying the Al Quran and sharing communal meals during a period of remembering (*kenduri*).

The last event in the narrative the narrator describes the devasting impact of a deadly disease where villagers die suddenly and no-one is immune. The disaster is described as follows:

> "Not just babies, teenagers, parents, no-one was immune. In the morning they fell ill, in the afternoon they died, in the afternoon, still hoeing in the ricefields, by night ill, mothers no longer produced milk".
> ("Tidak bayi, tidak remaja, tidak orang tua semua terkena. Pagi sakit sore mati, sore sakit pagi meninggal, siang masih mencangkul di sawah malam hari sakit, ibu-ibu kehabisan air susu.") (Kuntowijo, 1995:20).

The villagers react to the plague by drawing upon their older belief system in attempt to try to control the plague (the immediate response in disaster management). The plague, which is the last event in the narrative, is preceded by a series of events showing how older belief systems and social behaviours underpin individual and collective behaviours (symbolised as a 'smell'). The narrator describes the villagers' efforts to ward off the plague as follows:

> People had made efforts of carrying lighted bamboo torches around the village, naked women circled houses and sang *Dandanggula* [a Javesese song of victory] "Ana kidung remeksa ing wengi" ["there is a poem to guard in the night"].
> ("Orang sudah berusaha dengan membawa obor keliling desa, perempuan-perempuan telanjang mengelilingi rumah dan menyanyikan Dandanggula, "Ana kidung remeksa ing wengi".) (Kuntowijo, 1995:20).

The narrator in the fabula dismisses these efforts to control the plague as making the situation worse and comments, "But the situation did not get better, it was actually the opposite that occurred. People lost their reason." ("Tapi keadaan tidak menjadi baik, malah sebaliknya yang terjadi. Habislah akal orang".) (Kuntowijo, 1995:20). The narrator returns at the end of the story and makes the comment on the characters and the events (taking the perspective of the preacher), "It is as if, don't give up on the weak, they will cooperate despite this being with mystical beliefs as well." ("Ibaratnya, jangan disia-siakan orang lemah, dia akan bekerja sama meski dengan siluman sekalipun.") (Kuntowijo, 1995: 15–20). For the narrator, these reactions of panic and trauma need to be treated by religious doctrine blended with compatible local rituals (*kenduri*).

"Kuala Kapuas" (2001)

In the story "Kuala Kapuas" (KK) by Korrie Layun Rampan (2001), the narrator, Suliansa is a young woman who has returned to live with her parents on a small landholding near the town of Kuala Kapuas. A conglomerate has recently bought up one million hectares of land from small holders in the area. The venture fails in

its attempt to change small scale landholding practices to industrial scale agricultural practices. The consequence is the land (peat soil) dries up rendering it unproductive. The conglomerate's system of land use affects small landholder's residual land as well as adjoining, uncleared forest areas. This land becomes unproductive, fruit trees become unproductive and vegetation dies. Local landholders, after selling land to the conglomerate, now rely on raising water buffalo. However, the traditional owners are no longer able keep them because their sources of food in the forest has gone. This has forced the traditional owners to sell their cattle to a wealthy businessman who only gives them a small upfront payment and without the sale being legally documented. The businessman's death leaves the narrator's family (and other landholders) in a desperate situation with limited cash assets and without documentation to make a legal claim. The narrator also describes the dire economic and health impacts on the family. The story ends with uncertainty about their future.

The narrator positions the traditional owners and their land use practices as being a part of the environment, an ecosystem, which has enabled them to live sustainably for generations. The industrial scale project alters the ecosystem, and causes environmental damage and the loss of livelihoods which was based on sustainable practices. The narrator says, "The forest and gardens which were maintained from olden times have disappeared together with the loss of land because of the impact from the area that has been cleared." ("Hutan dan kebun yang dipelihara sejak zaman baheula ikut lenyap bersama lenyapnya lahan karena terkena kawasan yang dibebaskan." Korrie Layun Rampan, 2001:107) The water buffalo (*kerbau rawa*) they keep live as a part of the natural environment can now no longer be kept. The narrator explains, "Because the water buffalo no longer had a place to swim and to find food in the swamps, Father decided to sell them." ("Karena kerbau-kerbau tak lagi punya tempat untuk berenang dan mencari makanan di rawa-rawa, Ayah memutuskan untuk menjualnya.") (Korrie Layun Rampan, 2001:107).

The narrator comments on her life as a 'child of nature' who lived close to nature and whose family were able to meet their needs and also educate her. However, it is the industrial scale agricultural project that causes an environmental disaster that ends this way of life.

> "When I explored the river upstream and downstream in my childhood days, I felt that I was truly a shining child of nature in this independence period. I was able to enjoy a good education…and I was also able to feel respect having a land with wealth within…until the plan of the million-hectare estate, my and my family's fate was experienced only as being fulfilled by intimacy because of being caressed by expectations of sufficiency."
>
> ("Jika aku menyusuri sungai ke arah hulu atau hilir di masa kanakku, aku merasakan bahwa aku sungguh-sungguh sebagai anak alam yang gemilang di dalam zaman merdeka. Aku dapat menikmati Pendidikan yang baik…dan aku dapat pula mengenyam rasa hormat memiliki bumi yang menyimpan harta terpendam…sampai rencana lahan sejuta hektar, nasibku dan keluargaku serasa hanya dipenuhi mesra karena dicumbui harapan kecukupan." (Korrie Layun Rampan, 2001:107).

"Laut Lepas Kita Pergi" (2005)

"Laut Lepas Kita Pergi" (LLKP) by Kurnia Effendi (2005) is a narrative with two disasters, a natural disaster (tsunami) and social disaster (armed conflict). The story is told by a narrator-actor, a 15-year-old boy, Mustafa. He tells of his life just before the tsunami and his graduation from junior high school and his father's subsequent recognition of this event by presenting him with the gift of a *rencong* (Acehnese kris). In giving the gift the father introduces the presence of a social disaster, the conflict between the Free Aceh Movement (*Gerakan Aceh Merdeka*–GAM) and the central government. The gift is also a recognition that he has become a young man and now has the responsibility to protect his family from threats posed by the enemy. This event is followed by the tsunami which claims the life of his mother and his two siblings. He and his father survive the tsunami and have spent a month in a refugee camp; however, his father is no longer able to cope. His father decides to leave the camp and tells his son not to follow him but to read a letter that he has left for him. His son reads this letter then chases after his father hoping to catch up with him. Unsuccessful, he returns to the camp – depressed. He then spends time continuing to search for his mother and two siblings.

The narrator-positions the actors in time, one month after the tsunami and it is still in the emergency response phase in the management of the natural disaster. The actors are survivors who are reacting to the disaster in terms of the loss of family members. The narrator-actor's father's reaction to social conflict is in part, to present a kris to his son to help keep the family safe.

The narrator-actor tells of his father's reaction to the tsunami, a grief expressed by his father in a letter over the loss of their family member. He states it is driving him to madness. Implicitly, the solution to deal with this grief is to try and escape it by leaving the physical location:

> "Mustafa my child. I am too sad in this event of loss and perhaps soon I will go mad. I will go. Hopefully you will have the strength to stay. I am obviously a coward. Goodbye."
> "Mustafa, anakku. Aku terlampau sedih dalam peristiwa kehilangan ini, dan mungkin sebentar lagi menjadi gila. Aku akan pergi. Mudah-mudahan kamu tetap kuat untuk tinggal. Aku ternyata seorang pengecut. Selamat tinggal." (Effendi, 2007: 18)

For his son, Musafa living without family in the refugee camp, accommodated in tents (the emergency response phase of the disaster), now has to cope with loneliness, depression, and a persistent, fearful sense of the presence of the tsunami event itself. The narrator-actor, Mustafa expresses his reaction to the events of the tsunami and of separation:

> "A blade of loneliness cut so deep. Father had only just left, but a loneliness quickly came. I was as if alone in the world. From being an orphan and being at the same time without parents and family. It felt like living by oneself beneath a sky which was always grey. Despite being far from the sea the

> sound of the roar of huge waves crashing on the shore was always in my ears."
> "Pisau sepi menoreh begitu dalam. Baru saja Ayah pergi, tapi kesepian begitu lekas menyergap. Aku seperti menjadi seorang diri di dunia. Dari seorang piatu menjadi sekaligus yatim dan sebatang kara. Terasa hidup sendiri di bawah langit yang selalu mendung. Jauh dari laut tapi gemuruh itu tak pernah mau hilang dari rongga telingaku. (Effendi, 2007: 19)

"Nistagmus" (2006)

In the short story "Nistagmus" (N) by Danarto (2006) a narrator-actor, who is a writer of obituaries, describes the initial event in the story, a long line of people queuing outside his house to see him. While viewing the line of people he reflects on his work as an obituary writer and the mixed reactions of the villagers to its value and also questions his motives in doing this work. He then discovers that these people are visiting to give him the biographies of those who have perished. He reads that the deceased all died on this same day, 26 December. He then journeys from his village, which is on a hill, to another hilltop where he views the destruction of the city. He then moves to the centre of the city.

The villagers in the narrative despite their village being spared from the disaster (it is on a hilltop) are positioned as suffering from its impact. The villagers have lost love ones in the tsunami and are unable to speak and are confused. The impact on the narrator-actor is immediate too when he observes the scene of destruction "It is not clear how long I had fainted. When I came to, the whole city had been levelled to the ground." ("Entah berapa lama saya pingsan. Waktu saya siuman, seluruh kota telah hancur-lebur rata dengan tanah.") (Danarto: 2006: 66).

This short story begins just after the disaster has struck. The scale of the disaster is represented in the narrator-actor's description of the disaster site showing its destructive power and its devastation of human life and nature. He writes:

> "Corpses were strewn about throughout the area. Corpses gave more of an impression of sleeping soundly. All the corpses, men, women, the old, the young, children, were covered in mud, scattered about filling space and the air, in the ruins of houses, in gardens, in orchards, in streets, in trees. There was not the slightest sign of life. Not even one bird appeared flying…I stood by myself on a ship that had been deposited in the centre of the city." ("Mayat-mayat berkaparan di seluruh kawasan. Mayat-mayat itu lebih mengesankan sedang tidur pulas. Seluruh mayat itu, laki-laki, perempuan, tua, muda, anak-anak, bayi, diselimuti lumpur, berserakan memenuhi ruang dan udara, di reruntuhan rumah, di pekarangan, di kebun, di jalan, di atas pohon. Tak ada tanda-tanda kehidupan secuil pun. Bahkan burung-burung, tak seekor pun tampak terbang…Saya berdiri sendirian di samping sebuah kapal yang terdampar di tengah kota.") (Danarto, 2006:66)

The description of the narrator fainting on seeing the destruction of the city and jumping images in his description return the reader to the title "Nistagmus" and a consideration of the effect of trauma. Nystagmus is a temporary condition or one that improves with time related to "a problem involving the vestibular system in the inner ear or the brain, vertigo, dizziness or loss of balance are almost always present. Nystagmus usually causes blurry vision in addition to jumping vision." (John Hopkins Medicine, https://www.hopkinsmedicine.org/health/conditions-and-diseases/nystagmus)

"Akar Bahar Tiga Warna" (2021)

In the story "Akar Bahar Tiga Warna" (ABTW) by Lina PW (2021) the narrator describes the aim of Naspin, a diver and fisher, to heal his mother (suspected of having COVID). Naspin's community lives on a remote island near the Philippines. The son, Naspin seeks to heal his mother using traditional remedies that uses a rare coral shaped like a tree of three colours. He dives to a depth of sixty metres using compressed air before finding the rare coral. On the way back Naspin feels signs of cramp. Naspin returns to his village and makes the tri-coloured necklace for his mother in accordance with design required by tradition. He then makes a healing drink from the coral. He offers both these to his mother. His mother, to his surprise, refuses these traditional remedies. She explains that she used to believe in these remedies until seeing her husband die, despite his using these remedies. After this she threw out all of his charms. Her son feels tremendous disappointment. Naspin then experiences the bends and collapses.

The narrator explains the ancient belief system taught to him by his grandfather in the making of a charm bracelet to cure his mother.

> "The bracelet ala prayer beads are round-shaped with three beads of black coral, three red, and three white. There must be nine because people believe this is the highest number, the most efficacious, to ward off misfortune. To get the most efficacious result, all the colours must alternate…Naspin knew if he wanted it to be authentic, he had to follow the island's ancient rules: it had to be tri-coloured (Lina PW, 2021:10)
> (Gelang ala tasbihnya dibuat bentuk bulat dengan tiga bulatan akar hitam, tiga merah, dan tiga putih. Harus sembilan karena orang percaya ini angka paling besar, paling mujarab, buat menolak bala. Untuk mendapat hasil paling berkhiasat, semua warna harus beselang-seling…Naspin tahu, kalau mau paten, ia harus mengikuti aturan kuno pulau: mesti tiga warna." (Lina PW, 2021:10))

This local belief in the efficacy of this charm had already spread to and was shared with those from other islands prior to the pandemic. In the pandemic period there was even greatly commerce in this charm and had enriched a local middleman.

> "People from Java, Bali, Sumatra, Sulawesi came in droves seeking out the charm believed to be able to keeping away all dangers, also giving immunity from an attack of the corona virus…That thin man became a middleman, selling charms at three times the price. Since the pandemic had

> spread, increasingly more people off the island had made an order through Pak Sikut, for sure he was getting increasingly rich." (Lina PW, 2021: 10) ("Berbondong-orang dari Jawa, Bali, Sumatera, Sulawesi memburunya buat azimat yang diyakini dapat menjauhkan segala marabahaya, juga terbebas dari sergapan virus korona…Laki-laki kurus itu menjadi perantara, menjual akar azimat dengan harga tiga kali lebih mahal. Sejak pandemi merebak, makin banyak orang luar pulau memesan lewat Pak Sikut, pastilah kian kaya dia." (Lina PW, 2021: 10))

But its efficacy is rejected by Naspin's mother who tells her son that she had lost belief in the charm. She tells him of her husband who used the charm but it had no effect. "Don't give your mother false hope, child! Your father always wore a bracelet and drank its broth, but remained ill also!" ("Jangan beri ibumu harapan palsu, Nak! Ayahumu selalu memakai gelang dan minum air rebusannya, tapi tetap sakit juga!" (Lina PW, 2021: 10)).

"Lebaran Kematian" (2021)

In "Lebaran Kematian" (LK) by Helmy Khan (2021) the narrator begins with the character Herman talking to his wife, Rosmala on the phone. Rosmala urges her husband, who is working in the city (perhaps Jakarta), to come home to their kampung for *Lebaran Kurban* (the Sacrifice Holiday). She reminds him he has not been come home for almost a year and also reminds him of his family obligations, that he needs to visit his father's grave to pay his respects on the first anniversary of his father's death. She also reminds her husband of another obligation, to visit his mother whose health is deteriorating. Herman reminds her of the COVID-19 restrictions in force but she still presses him to come home. The following day the husband is admitted to hospital with COVID-19 and during the night he dies, on 17 July 2021. The day before, on 16 July his mother also dies of COVID-19. The final event is the burial of Herman witnessed by his wife and child and other mourners, who are social distanced and with those burying him wearing hazardous materials dress.

In the structure of the story the characters are positioned in the disaster response phase. The narrative reveals the national scale of the disaster with the city in lockdown and mass movements restricted to prevent the spread of the disease along with the implementation of national protocols. The restrictions are termed enforcement of limitations on activities ("pemberlakuan pembatasan kegiatan") and the protocols noted as not crowding together, always wearing a mask, and washing hands ("Tak berkerumun, selalu memakai masker, dan mencuci tangan." (Helmy Khan, 2021).

The impact of the disaster on the story's characters is represented by uncertainty, bewilderment, and trauma. For Rosmala there is uncertainty about how long the pandemic will last and when her husband will be allowed to come home. For Herman, who has become infected with COVID-19, there is the uncertainty and bewilderment that, despite observing health protocols, he still became infected with the virus. Herman, while in isolation in hospital, suffers from nightmares and is

disturbed by “the hysterical shouting of a patient struggling to get home.” (“teriak histeris seorang pasien meronta pulang.”). In this story trauma from the disaster is represented by grief over the death of family members from COVID-19.

Efforts at mitigating the disaster have led to further impacts seen in the longing of separated family members to come together and to, among things, share important cultural and religious events that are a part of family and community life. The impact also leads to ethical issues of conforming to government restrictions. Herman says to his wife “it’s not like that [I don’t want to come home], but it is in the interests of our family’s safety. Do you want our kampung to become a place of sickness because of my coming home?”” (““Bukan begitu, tapi ini demi keselamatan keluarga kita di kampung. Apa kau mau kampung kita menjadi sarang penyakit karena kedatanganku?””). The impact of the mitigation methods creates the ethical dilemma of putting the common good above an individual’s needs. The narrator, within the structure of the story, says of Herman rejecting the desire to go home, “You are not so egotistical” (“Kau tak seegois itu.”).

“Gering Agung Wayan Natar” (2021)

“Gering Agung Wayan Natar” (GAWN) by Warih Wisatsana (2021) is a representation of two disasters, a pandemic disaster and a social disaster. The narrator-actor, Nyo is a middle-aged academic who, prior to the pandemic, was a regular customer of a blind masseur, Natar. This had become the narrator’s routine over a number of years and in this time he and Natar have become good friends. In the pandemic period, to control the spread of the virus, they were forced to stay in lockdown and so their regular sessions were suspended. The narrator-actor is aware of the economic impact on his friend who has lost his customers and income stream and wonders how he can survive. However, when communicating on the mobile phone his friend will not comment and sounded cheerful. The pandemic event also leads to the narrator-actor having to move his elderly mother who lives alone to stay with her sister. This meets with considerable resistance from his mother. When the restrictions are relaxed the narrator-actor returns to his regular massage appointments with his friend. During these visits the narrator-actor describes his friend’s wide knowledge across a range of fields which he remarks comes from mobile phone technology enabling blind people to use the internet. In this period the narrator actor remarks on his feelings of anxiety about the pandemic and tells of his friend’s trauma resurfacing from the social disaster of the murders of suspected communists committed following the failed communist coup of 1965. His witnesses a brutal act in this earlier social disaster which led to trauma and the loss of sight.

The narrator-actor, Nyo describes a pandemic which has penetrated spaces, and then becoming rampant, causing feelings of anxiety and uncertainty. In this period of anxiety, Natar’s trauma from an earlier disaster emerges, which it seems he has long tried to suppress. The narrator-actor reports a comment by Natar, in the context of Nyo being an historian who is researching disasters. In the comment Natar indirectly alludes to his own psychological condition of dealing with disaster trauma. ““So,

here it is. Nyo is too often carried by thoughts about the past, a sediment of anxiety that it is awareness which brings on the psychosomatic”” (““Nah, ini dia, Nyo terlalu banyak terbawa pikiran masa lalu, endapan kecemasan bawah sadar yang memicu psikosmatis””) (Warih Wisatsana, 2021). After the period of lockdown, they meet again, the narrator-actor reports Natar’s recounting of his witnessing the brutal killing of his father in the 1965 mass killings. He explains the nature and impact of the trauma he and his grandfather suffered.

> ““Father was not shot, but grandfather was forced to swing a short sword…I saw it, saw it myself…Then grandfather from that time, often shouted for no reason and the city inhabitants considered him mad. Since then also, Wayan Natar’s vision slowly became less clear, until everything in one moment became dark, vanished. Both eyes were blind.””
>
> ““Bapak tak ditembak, tapi kakak yang dipaksa mengayun klewang itu…Saya melihatnya, melihatnya sendiri…Lalu kakaknya sejak itu sering berteriak-teriak tanpa sebab dan warga kota kecil tersebut menganggapnya gila. Sejak itu pula pengelihatan Wayan Natar perlahan kian mengabur, hingga segalanya suatu ketika menjadi gelap, penyap. Kedua matanya buta.”” (Warih Wisatsana, 2021)

The narrator-actor in the end notes to this story explains the nature of this re-lived trauma to a disaster event as “Conversion Dissorder *sic*: conversion disturbance among others in the form of blindness caused by psychological factors. (“Conversion Dissorder: gangguan konversi antara lain berupa kebutaan yang disebabkan oleh faktor psikologis.”) (Warih Wisatsana, 2021).

“Ia Tahu Cara Memusnahkannya” (2021)

In the short story “Ia Tahu Cara Memusnahkannya” (ITCM) by Sandi Firly (2021) the narrator describes an isolated, small village which can only be accessed by foot. The village and the entire province was recently been struck by flooding. This is the first time the village had experienced such a devastating flooding event in which rice fields were inundated leading to crop failure. The cause of the flooding is the deforestation on the other side of the hill to where the village is located. The deforestation is a result of logging to make way for a coal mine. The denuded hill and heavy rain lead to a landslide and flooding of the river which passes the mine and the village. The resulting rice crop failure means rice has to be brought from the regional government stockpile held in a nearby town to the front entrance of the village. The day after the arrival of the rice an elderly man dies. Before his death people had witnessed his COVID-like symptoms. The death causes great anxiety in the village and people then stay in their houses. The local teacher reasons to himself that the transmission of COVID-19 is via the sacks of rice sent from town. He notes it was the man who died recently who had brought the sacks dropped at the village entrance to the village rice barn. The teacher urges the owner of the barn to now burn the rice as it is infected with the virus. The owner wrestles with the dilemma of leaving the village without rice or burning the barn to keep the virus under control.

The villagers have been positioned as victims of two disasters, the first being the indirect cause of the second in the sequence of events. In the chain of events however, the COVID disaster coming into the village can be linked to the mining company's damaging the environment. The villagers' knowledge of the effects of this environmental damage on their sustainable economic system had already led to resistance against the mine's expansion. This accords with de Geus' principle of "Perception of environment problems" as an essential element of achieving sustainable practices (de Geus, 1999:209).

The villagers are positioned within an ecosystem where they live sustainably and are able to produce a surplus of produce which is then sold in the local markets. The narrator states:

> "Not quite 50 family heads lived there. Living as farmers and catching fish in the river. Others tended banana, corn, and cassava gardens. Apart from their own needs, the surplus is sold in the district or regency markets once a week on market day." ("Tidak sampai 50 kepala keluarga tinggal di sana. Hidup sebagai petani dan menangkap ikan di sungai. Selebihnya berkebun pisang, jagung, dan ubi-ubian. Selain untuk makan sendiri, selebihnya dijual di pasar kecamatan atau kabupaten sekali dalam sepekan pada hari pasar.") (Sandi Firly, 2021)

The villagers understand the nature of the environmental threat from the mine and have vigorously opposed its expansion to the villagers' side of the hill. This is despite some villagers working in the existing mine. The narrative presents contrasting positions of man's activities within the ecosystem. On one side, there are villagers who lead a sustainable life, on the hand other there is non-renewable exploitation of resources causing environmental damage whose owners seek to continue to expand and cause further deforestation. The narrator observes:

> "The villagers know, it was the water which dragged down the mud resulting in a landslide on the other side of the hill. For many years, behind the hill there had been logging to dig the coal mine. The company had once wanted to mine on the hill which walled off the village but it was opposed vigorously. The enticements of the company had no effect, the villagers did not budge from their position of defending their customary land even if they had to put their lives on the line." ." (Sandi Firly, 2021).
> ("Orang kampung tahu, air yang meyeret tanah lumpur itu akibat longsoran di balik dinding bukit. Sudah bertahun-tahun di sebalik bukit itu terjadi penebangan hutan untuk dikeruk tambang batubaranya. Pernah pihak perusahaan ingin menambang di bukit yang mendindingi kampung itu, namun dilawan habis-habisan. Bujuk rayu perusahaan tak mempan, warga kampung bergeming pada pendirian mempertahankan tanah ulayat andaipun harus nyawa taruhannya." (Sandi Firly, 2021)).

“Simuladistopiakoronakra” (2020)

The story “Simuladistopiakoronakra” (S) by Seno Gumira Ajidarma (2020) is set several centuries into the future. COVID has now mutated from COVID-19 to COVID-44. The narrator is a creature who has descended from human ancestors but has mutated into a hybrid human and fish creature. He explains his species was engineered from fish who no longer had water to live in because of the planet heating up. The species was then chased off earth and now live in outer space by scavenging, stealing and killing other space travellers. The narrator states that some six billion people have died on earth from the virus and he has come to earth to take the last-born human baby into space. As the creature searches for this last-born child, he describes man’s failure to unite many centuries ago and defeat the common enemy, the virus. Rather than cooperating mankind fought each other while the virus continued to mutate. At the same time man continued to damage the environment with ever increasing levels of global warming. The creature observes oceans and rivers have dried up and the temperature is so hot leaves and paper combust in the heat. The current variant of COVID, COVID-44 causes paralysis and the creature observes people sprawled out, dying in the street unable to move. Under directions from one of their spies, he reaches the building where the last human baby and its mother are hiding. He manages to attach the baby to a device to take it up into his spaceship. In the end however, a human guard manages to kill the narrator who is trying to return to his spaceship with the human child.

The narrator presents a narrative of man who is unable to cooperate to solve global problems such as global warming and disease. The creature comments that man had the capacity to solve COVID-19 instead, the two problems combined to create a dystopian world bringing mankind to the brink of extinction. Man is positioned in an ecosystem that has now collapsed and unable to support mankind. Society itself does not have any functioning organisational structures. The narrator describes the scene that greets him on earth:

> “The length of the street, full of disused rusty vehicles, between dilapidated buildings which wafted stuffy air, bodies sprawling with their souls stretched tight…Those who still lived moved with what energy remained to steal, take, rob, whether it be food, clothes still on bodies pulled off without resistance to replace pillaged clothes…” (Seno Gumiro Ajidarma, 2020).
>
> (“Sepanjang jalan nan penuh rongsokan kendaraan berkarat, di antara Gedung-gedung telantar yang meruapkan kepengapan, bergelimpangan sosok-sosok dengan nyawa meregang…Mereka yang masih hidup bergerak dengan sisa tenaga untuk mencuri, merebut, merampas, entah makanan, entah pakaian yang masih meletak di badan untuk ditarik-tarik tanpa perlawanan menggantikan busana hasil penjarahan…” (Seno Gumiro Ajidarma, 2020).

Similarities and Contrasts in the Representations of Disasters

Across the two periods there are a number of similarities and differences. In both periods, deeply rooted traditional beliefs are used as a means of controlling the disease and form a part of the immediate reactions to a disaster (LYKDP and AKTW). Both are also represented as lacking efficacy. However, in the pandemic period traditional remedies based on local beliefs of the efficacy of local charms and medicines have become a booming business leading to the exploitation of rare corals found in remote reefs (AKTW).

In both periods there are also representations of man-made environmental disasters which lead to economic hardship for local farmers These farmers are represented as being able to work the land without damaging the ecosystem, yet able to produce enough produce to meet their needs and have surplus to sell to the market and educate their children. (KK and ITCM). In both periods also, companies are represented as taking no responsibility for the environmental damage they have caused. In the pandemic period however, landholders better understand man-made environment disasters and have reacted by successfully fighting against the expansion of unsustainable exploitation of their land. In the earlier period (New Order period), conglomerates are shown as corrupt in withholding payments from landholders, and colluding with corrupt local officials (KK). The later representation of environmental disasters also shows this as a link in the chain in the spread of the CORONA-19 virus (ITCM).

The early stories about disasters represent the enormity of the toll on human life and the destruction of the urban landscape and wildlife. The force of nature is represented as being beyond human control (LLKP, N). In the pandemic period the disaster is represented as being potentially controllable and is mitigated by restricting human movement and interaction nevertheless, deaths still occur (LK) but its rate of spread can be controlled (GAWN, ITCM). These restrictions are represented as creating family pressures and ethical dilemmas to break lockdown (LK). In the COVID-19 period however, an alternative future is also represented where mankind fails to cooperate with each other to control the CORONA-19 virus and prevent every increasing global warming. Man positions himself as the agent of his own destruction and has created a dystopian world (D).

There is a similar representation across both periods of a reaction of grief over the death of family members in disasters (LLKP, LK). In the pre-pandemic period, grief manifests itself by seeking to escape from the pain associated with the place where the disaster occurred or seeking to finding the bodies of loved ones still missing from the disaster (LLKP). In the pandemic period, grief is represented by mourners at funerals for victims of COVID-19 (LK). Trauma is represented differently across the two periods. Close to the disaster event, trauma is represented as being an ever-present danger, without any sense of being safe despite the actual location being safe (LLKP). In the pandemic period there is an anxiety about the omni-presence of the COVID-19 threat (GAWN) but also creating the conditions for the re-surfacing of trauma from a social disaster which occurred some decades ago (GAWN). In the

pre-COVID period there is the singular shock of seeing the devastation of a natural disaster leading to a psychological condition resembling nystagmus (N).

Conclusion

This paper has addressed a research problem related the representation of the COVID-19 disaster within the framework of the current and pre-pandemic disasters, a problem that had not yet received detailed analysis. In examining this problem, the paper has analyzed: the positioning of characters in a sequence of narrated events about a disaster(s); the different reactions to disaster events, and; the similarities and differences in these representations pre-pandemic and in the pandemic period. In the course of this research various areas discussed in the paper offer themselves for further research related to this problem. There are three areas for further research that readily present. The first is a focused study of the representation of trauma arising from disaster events using psychological theory. A second areas is to further investigate the concept of ecological utopias as a reaction to the damage caused by man-made economic activities. A third area is focused research on the representation of dystopia and disasters in contemporary Indonesian science fiction.

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Reflecting Cultural Changes through Greetings Words Found in *Dangdut* Song Lyrics

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Abstract

A society's life keeps developing in accordance with human nature as social beings. This development gives a rise to certain habit, tradition, civilization, and culture. This study aims to describe the representation of changes in language and culture through greetings in *dangdut* (a genre of Indonesian popular music) song lyrics. Song lyrics were chosen as a means to explore the culture of a society. The data in this study were fifty *dangdut* song lyrics. The data were obtained from a literature study in the form of song lyrics text on cassette covers, internet, and VCD cassettes. The data collection method was purposive sampling, namely songs that were famous in their time. The data collection technique used by the authors was *teknik simak bebas libat cakap* (listening without participating and interviewing). The authors did not participate in the making of the song, but only listened to the songs played through the VCD cassette. After the data was collected and ready to use, the data were analyzed by using a sociolinguistic approach, especially greeting theory. The results show that there are significant differences in the type of greetings between song lyrics from the 1970s and those of the 2020s. Based on the change in greetings, it is implied that the lexical greetings used in *dangdut* song lyrics has changed from year to year which is influenced by western culture.

Keywords: Aquatic, Evaluation, South Borneo, Indonesia

Introduction

A society's life keeps developing in accordance with human nature as social beings. This development gives a rise to certain habit, tradition, civilization, and culture. Records of the journey of people's lives can be observed in various ways. One of them is through document analysis. Basically, written data or documents will

produce information about the language and cultural usage patterns of the people who read and write the document. Even the initial information of a society can be found through this method, for example from theses, government publications, ancient letters, diaries, newspapers, and so on (Kuswarno, 2008). Document analysis can also be done by observing literary and artistic works such as poetry, novels, and song lyrics. There have been many discoveries of a culture that have been made through song lyrics, for example the discovery of the origin of *wayang kulit* (shadow puppets) which was found through *Mpu* Kanwa's Kakawin Arjunawiwaha in Caka 941 (1019 AD) in Cikharini's pupuh song V verse 9 (Sp, 2004). In this case, the authors only focused on changes in the greetings used from time to time.

In this study, the authors chose the song lyric particularly the greeting part as a means to explore the culture of a society. The writer chose song lyrics for several reasons. First, a song is a means of delivering language that tends to be dynamic and sustainable. Second, a song can be observed and verified. Third, song lyrics are not bound by writing rules like scientific works; hence, whatever is written in song lyrics comes from the author's creation.

Many songs have developed in Indonesia, including pop, jazz, rock, and *dangdut*. The author chose *dangdut* genre because *dangdut* is native Indonesian music. This statement is supported by Andrew Weintraub, a professor of music at the University of Pittsburgh USA (Benke, 2012). In addition, *dangdut* music is music that is open to various changes in society. Initially *dangdut* was known as a Malay orchestra that used drums, then used electric guitars, and added background singers. The openness of *dangdut* music also increases through mixing *dangdut* music with other music. Mixing *dangdut* music with a skirt is called rokdut (*dangdut* skirt). There is also *dangdut keroncong*. *Dangdut* is also open to local languages. There are also regional *dangdut* genres such as *koplo dangdut* (an East Javanese), *pantura dangdut*, and *Cirebona*n *dangdut.* This research only focused on *dangdut* music that uses Indonesian as the main language. This is because the culture referred to in this study is a universal culture. Culture that is universal is a culture that exists and can be found in all cultures of all nations anywhere in the world. Kontjaraningrat (1983) calls it the elements of culture. That is, researchers focus on the culture that is commonly practiced by the Indonesian people in general, both positive and negative cultures. A positive change in community culture is a cultural change that is transformed into changes and renewals in ancient customs. Negative changes in society can be in the forms of various societal tensions that turn into inter-group hostility, the presence of many mental illnesses, the number of suicides, or the destruction of society that turns into crime, demoralization, and so on.

Changes that occur in people's lives include various aspects, namely social, cultural, economic, technological, and scientific aspects (Gunawan et al., 2015). The changes that will be discussed in this study are cultural changes through greetings with anthropolinguistic approaches and greeting theory. Linguistic anthropology is a branch of linguistics that examines the relationship between language and culture, especially to observe how language is used daily as a tool in social action (Lafamane, 2018). Through a linguistic anthropological approach, we examine what people do with the language and utterances produced and the gestures associated with the context in which they appear (Duranti, 2000). In anthropolinguistics, there are at least three important relationships between language and culture.

First, the relationship between one language and the culture concerned. That is, when we study a culture, we must also learn its language. Second, the relationship between language and culture in general. In this case, we know that every time there is a language in a society, there is a culture in that society. Third, the relationship between linguistics as a science of language and anthropology as a cultural science. Mallinowski in (Muhyidin, 2018) explains that through anthropolinguistics we can explore how linguistic forms are influenced by cultural, social, mental, and psychological aspects, the true nature of form and meaning, and the relationship between them.

The next theory regarding this research is greeting. Greeting words are related to names and designations to call people (Sugono, 2014). In addition, Kridalaksana (2011) also suggests the notion of greeting, namely morphemes, words, or phrases that are used to refer to each other in different conversation situations according to the nature of the relationship between speakers. The selection of greetings is made based on several factors, including age, social, gender, and other factors (Rusbiyantoro, 2011). The use of greeting words is also very tied to local culture, politeness customs, and the context of the conversation. According to Kridalaksana in (Iswatiningsih, 2010) the classification of greetings is divided into nine categories, namely a) second person pronouns, b) personal names, c) kinship terms, d) titles and ranks, e) agentive pronouns, f) noun + *ku*, g) deixis or hint words, h) nominal form, and i) zero form.

(Crystal, 1997) also divides the different types of greetings based on a) name which can be first name, last name, full name, and a diminutive nickname like Danny for Daniel; b) Standard naming that includes kinship (mommy, auntie), honorific titles (ma'am, madam, sir, Your Honor, Your Excellency, Your Majesty), and markers of status or position (Mr. President, Prime Minister, Father (pastor), professor, Chief, general); c) type of occupation, e.g., waiter, bartender, driver, nurse; d) addressing that is evaluative, both pleasant (such as dear, sweetheart) and offensive (such as idiot, bastard, faggot); e) general noun that has a special meaning such as brother, buddy, man, ladies and gentlemen, f) personal pronoun you.

Theory and Method

This is descriptive qualitative research. Descriptive aims to present a complete picture of the research in a descriptive way through words. While qualitative intends to understand the phenomenon of what is experienced by the research subject such as behavior, perception, motivation, action, etc., holistically, and by means of description in the form of words and language, in a special natural context and by utilizing various natural methods.

The data in this study are in the form of *dangdut* song lyrics from the 70s to the 2020s. The source of the data comes from a literature study in the form of song lyrics text on cassette covers, internet, and VCD cassttes. The data collection method was taken randomly, namely the songs that were representative of the era. The data collection technique used by the author is *teknik simak bebas libat cakap* or listening without participating and interviewing (Astriani, 2016). The authors

did not participate in the making of the song, but only listened to the songs played through the VCD cassette. The next technique was the note-taking technique. The authors listened to *dangdut* songs and recorded the lyrics using a laptop. The last technique was the archival technique, where the authors looked for written sources of *dangdut* song lyrics either through cassette covers or by downloading lyrics on the internet. The next step, the authors grouped the samples into several parts: the lyrics of *dangdut* songs in the 70s, 80s, 90s, 2000s, and 2020s. After the data was collected and ready to use, the last step was to analyze the data. The data were analyzed using a sociolinguistic approach, especially the theory of greeting according to the theory of Crystal and Kridalaksana. The presentation of the data is described in tabular form for easy understanding. After analyzing, the researchers drew a pattern from the cultural changes that occur in the representation of *dangdut* song lyrics.

Findings and Discussion

Greeting Types

The greetings contained in the lyrics are again divided into several categories. Each category is presented and discussed in this section.

1. Pronoun Category

The greetings in *dangdut* song lyrics that are in pronoun category are presented in the following table.

Table 1. Pronoun Category

Pronoun	1970s	1980s	1990s	2000s	2010s	2020s
First person (I)	*Aku*	*Aku,*	*Aku, Saya, Diriku*	*Aku, Diriku*	*Aku, Akyu, I'm, Gue, I, Watashi,*	*Aku, Awakku,*
Second person (you)	*Engkau, Kau, Kamu,*	*Engkau, Kau,*	*Engkau, Dirimu, Kau, Akang, Engkaulah*	*Engkau Kau, Anda, Dirimu*	*Engkau Kau, Loe, Dirimu, Elo, You Kowe, Kamyu, Kamu,*	*Engkau Kowe, Kau, Sampean, Kamu, Lehmu*
Third person (he/she)	*Dia, Kita, Kami*	*Mereka*	*Kita*	*Kita, Dia,*	*Kita, Dia,*	*Kita*

Table 1 contains a list of greeting categories of pronouns in the first person, second person, and third person (plural and singular) in *dangdut* song lyrics from time to time. Based on the table, there are pronouns that are still used from time to time. However, there are also pronouns that have not been used in the previous year. For example for pronoun *"aku"*, there was no changes from the 1970s to 2000s, but in the 2010s, the authors found that there was a change in "*aku*" to "*akyu*". The pronoun *akyu* is the equivalence of "I" . The word *Akyu* is a variety of non-formal language or slang that is often used by teenagers in the capital city. Another pronouns that did not exist in the previous year was "I'am", "Gue", "I", "Watashi" which were found in the 2010s period. The pronoun "I'am" and "I" are first person pronominal greetings taken from English language.

In addition to first-person pronouns, second-person pronouns also found greetings that didn't exist in the previous period, namely *Loe, Elo, You, Kowe, Kamyu*.The second person pronouns that did not exist in the early periods are "*Loe", "Elo"*, "You", "*Kowe", Kamyu*". The pronouns were found in the 2010s. The pronoun *Loe* means you. The word is a variety of slang commonly used by teenagers in the capital city. In addition to *loe*, the slang elo is also used. The pronoun *elo* is usually used when someone is upset/angry towards someone. The example line is *"elo, gue, end!"* meaning that the relationship between you and me has come to an end. *Kamyu* (you), a slang form of *"kamu"*, is used in some songs. In the late period, the English pronoun "you" is also used in *dangdut* lyrics. Javanese pronoun *"kowe"* is also found.

2. Proper Name Category

The greetings in the form of proper names found in *dangdut* song lyrics are presented in table 2.

Tabel 2. Proper Name Category

1970s	1980s	1990s	2000s	2010s	2020s
-	Jacky, Ranie, Zubaedah	Zaenal, Nurjanah, Mardiana	Si Lela, Sindy, Mas Parno, Bang Toyib	Bang Jali, Bang Jono, Bang Romi, Kang Dadang, Mas Oji, Mas Bejo , Mustofa, Mas Joko	

Based on table 2, we can see that the greetings used in the 1980s and 1990s were proper names only (*Jacky, Ranie*), without other additions such as *si, bang,* and *mas*. The proper names were also different from period to period. Proper name in the 2010s were simpler than those in the 1980s and 1990s. The simplicity is seen from the number of syllables. In the 1980s, proper names such as *Zubaedah* consisted of 4 syllables, namely zu-ba-e-dah. In the 1990s the proper name *Mardiana* consisted of 4 syllables, namely mar-di-a-na. In the 2000s there were *Lela, Sindy, Parno, and Toyib*, each of which consisted of 2 syllables. In the 2010s there were

the names *Jali, Jono, Romi, Dadang, Oji, Bejo, Joko* which consisted of 2 syllables and only 1 which consisted of 3 syllables, namely *Mustofa*.

3. Kinship Term Category

The kinship term category found in *dangdut* song lyrics are presented in the following table.

Table 3. Kinship term used in *dangdut* song lyrics

1970s	1980s	1990s	2000s	2010s	2020s
Dik, Bang	*Ayah-Bundaku,*	*Ayah Ibumu, Mas*	*Ibu, Ibuku Sayang*	*Mbah, Bojo, Dek,*	*Mimi, Pipi*

Pada tabel 3, perubahan sapaan yang mencolok dibandingkan dengan lainnya adalah sapaan *mimi* dan *pipi*. Kata mimi dan pipi berarti mama dan papa yang mendapatkan asimilasi vocal a menjadi i. Maksud dari panggilan pipi dan mimi adalah kesan lucu dari panggilan tersebut. Adapula yang menyebutkan sapaan tersebut sebagai panggilan khas agar berbeda dari yang lain.

In table 3, the most striking changes in greetings compared to others are the greetings of *Mimi* and *Pipi*. The words *mimi* and *pipi* mean *mama* (mother) and *papa* (father) who get the assimilation of the vowel a into i. The changes in vowel are meant to leave funny impressions. There are also those who mention the greeting as a special call to be different from the others.

4. Title and Rank Category

The greetings in title and rank category are presented in table 4.

Table 4. Title and Rank Category

1970s	1980s	1990s	2000s	2010s	2020s
	Dokter, Dukun	*Nabi*	*Mbah Dukun, Pak Haji, Pak Lurah, Bang Mandor*	*Bang Haji, Dokter*	

In table 4, the greetings used in the 1980s *dangdut* song lyrics are *dokter* and *dukun* (doctor and shaman), *Nabi* (prophet) in the 1990s, in the 2000s *mbah dukun* (gramp shaman), *pak haji, pak lurah*, and *bang mandor*, while greetings in the 2010s is *bang haji* and *dokter*.

5. Noun+ku Category

The Noun+ku category is presented in the following table.

Table 5. Noun+ku category

1970s	1980s	1990s	2000s	2010s	2020s
Sayangku	My Darling,	*Kekasihku, Kamu Hujan*	*Kekasihku, Sayangku,*	*Pacarku, Sayangku,*	Bebebku

	Penyuluh Hidupku, Dokter Cintaku	*Anginku, Pacarku, Sayangku,*	*Pujaanku, Pesonaku*	*Kekasihku, Suamiku,* My Lopely, My Baby, *Bojoku*	

In table 5, the noun +ku greeting in the 1970s was *sayangku*. The greeting in the 1980s was *My Darling*, *Penyuluh Hidupku, Dokter Cintaku*. The word *sayangku* in Indonesian means my darling, while *Penyuluh Hidupku* and *Dokter Cintaku* are figurative words. In the 1990s there was also a figure of speech in the greeting used, namely *kamu hujan anginku* (you are my rain). In the 2000s, the greetings used were *kekasihku*, *sayangku*, *pujiaanku,* and *pesonaku*. In the 2010s, various languages were used in greeting, namely Javanese (bojoku), English (My baby), and English mixed with Sundanese dialects by pronouncing v/f into p, such as My Lopely. In the 2020s, the greeting used is *Bebebku.* This affectionate nickname is actually a modification of "Baby". When pronounced, "Baby" sounds like "Bebi". People then take only the first syllable, namely “Beb”, and it is often misused to become “Bebeb”.

6. Other Noun Category

The other noun category is presented in the following table.

Table 6. Other Noun Category

	1970s	**1980s**	**1990s**	**2000s**	**2010s**	**2020s**
Gender related Noun	*Nona Manis, Manis, Wahai Pemuda Tampan, Sayang, Gadis Manis, Nyonya Besar, Hai Air Mata Buaya, Kekasih*	*Sayang, Idaman Hati,*	*Mas, Kekasih, Sayang, Hai Orang Asing, Duhai Kekasih, Dirimu Kasih*	*Sayang, Kekasih, Hai Wanita, Kasih, Kasih Tercinta, Gadis, Wahai Kekasihku, Yang, Belahan Jiwa, Kangmas, , Pria Impianku, Abang, Bang, Darling*	*Abang, Bro, Masbro, Yayang, Pacar, Yank, Sayang, Suami, Istri, Kangmas, Yourwife, Mas, Si Aki2 Ganteng, Buaya, Sayang, Oh Pujaan , Darling, Kangmas, Honey, Aa, Beib,*	*Sayang, Mas, Mama Muda,*

Others	*Kawan, Para Hartawan, Bang, Hai Bangsa Manusia, Hai Manusia,*	*Kawan, Tuhan, Si Miskin, Si Kaya, Si Doi, Hamba Tuhan, Pujaan*	*Para Pujangga, Remaja, Ya Allah, Yatim Piatu, Para Hadirin, Merpati Putih, Ibu Pertiwi,*	*Para Generasi Muda, Kupu-Kupu, Tuhan, , Kaum Wanita, Sang Bintang, Sang Malam, Gadis, Si Kucing Garong*	*Abg Tua, kalong, Penjahat Wanita, Tuhan, Bebek Ngambang, Kau Lelaki, Brondong Tua, Tetangga, Abg, Dj, Janda Muda Beranak Tiga, Si Janda Bodong,*	*Gusti, Janda Anak Dua,*

Other nominal greetings in table 6 are more varied than those of other categories. One of the more varied greetings of the opposite sex is *sayang*. The variations are *sayang* (1970s), *sayang* (1980s), *sayang* (1990s), *sayang*, *yang* (2000s), *sayang, yank, yayang* (2010s), *sayang* (2020s). In addition, the language used is also increasingly varied.

Reflection of Cultural Change through Greetings

Based on the greeting data that has been found previously, the cultural changes from the 1970s to the 2020s are as follows.

1. **Greetings in 1970s**
   a. Lack of foreign or regional languages
   b. Lack of foreign or regional languages
   c. Using Animal related figure of speech
   d. Using sweet additions after greetings
   e. Themed humanity, romance
2. **Greetings in 1980s**
   a. Lack of foreign and regional languages
   b. Using nature related related figure of speech
   c. Themed of divinity, occult, caste, parental blessing, romance
3. **Greetings in 1990s**
   a. Lack of foreign and regional languages
   b. Themed of divinity, humanity, romance, parental blessing
   c. Using animal related figure of speech
4. **Greetings in 2000s**
   a. Using greetings from various regional and foreign languages
   b. Themed divinity, romance, occult, masher,
   c. Using nature and animals related figure of speech

5. **Greetings in 2010s**
    a. Using greetings from various regional languages, foreign languages, and mixed dialects
    b. Themed of divinity, masher and widow
    c. Using animal expressions (negative connotation)
6. **Greetings in 2020s**
    a. Using greetings from mixed dialects (foreign and Indonesian)
    b. Themed romance and widow
    c. No expressions or figures of speech
    d. No proper names

Based on the previous description, it appears that the greetings used in *dangdut* song lyrics have also changed from time to time. These changes are more or less influenced by the mixing of our culture with western culture. These changes even attached to everyday words. For example, *Bebeb* endearment on the opposite sex is preferred. In addition, mama muda (young mother) is often used to call women who have one child. The existence of the term *mama muda* can come from two sources. The first source indeed comes from a *dangdut* song, then it becomes famous and widely used by the public, or vice versa. The term *mama muda* comes from the development of the community's language which is then used as a song by the songwriter. The theoretical implication of this study shows that language and human culture are interrelated. The existence of language is formed through the daily habits of the community.

In the results of the previous analysis, it can be said that culture has a relationship with the human user of the culture itself. Human behavior, attitudes, and values are strongly influenced by culture. One form of human work is art. In this case is the art of music, especially dangdut songs. Song lyrics have an important role because through song lyrics a songwriter expresses words and sentences according to his wishes. To express the theme of love, song lyrics about love and affection were made. To express sadness because of a disaster, the lyrics of a song about disaster were made. Therefore, many things can be conveyed through song lyrics. Besides that. The influence of conditions at a certain time can also influence someone to compose a song about war, so it can be said that song lyrics can be used as a guide for a cultural study if there are very few reference sources. This is because music is also part of a culture that always follows the times.

Conclusion

Based on the previous discussion, the greeting categories contained in *dangdut* song lyrics include, pronoun categories, proper name categories, kinship terms categories, noun+ku categories, other noun categories, and title and rank categories. The socio-cultural changes in the lyrics of the *dangdut* song are in the form of changes in the use of greetings, changes in themes, and changes in the use of figure of speech.

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Critical Discourse Analysis Sara Mills in Yuni Movie About The Woman Resistance to Patriarchy Culture

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Abstract

Patriarchal culture and gender bias are still a problem for women, especially in Indonesia. Patriarchy is defined as the sole domination of men and makes them the center of various things in society. patriarchal culture received attention from the society, this issue was raised into several films. Yuni film is one of films about patriarchy issues. Yuni films inspired by social issues where society still use a patriarchal system that does not give women the freedom to achieve theirs dreams. This film shows how the struggle of women to carry out acts of resistance to patriarchy culture. The purpose of the study is to describe the resistance of woman characters in the Yuni film of patriarchal culture in society. The method used in this study is a qualitative method. The data collection technique uses study documentation by viewing or watching, observing, and recording the contents of the Yuni film. This research used a qualitative approach with the analysis of Sara Mills's critical discourse based on three positions, namely the position of the subject, the position of the object, the position of the audience. The result of the research also show the position of subject in rejecting patriarchal culture was represented by the discourse and movements carried out by subject: subject refused the marriage proposal, does free sex instead, and suicide. The position of object is represented as a supporting character in the resistance act of the subject. The findings of the audience's position are, that the audience is invited to understand that women can repatriarchal culture and gain the Right to continue education and can choose their own way of life from the several resistances that contained in the object research. The conclusion of this research is the resistance carried out by the main female character against patriarchal culture in Yuni's film, then the resistance is more clearly seen by using Sara Mills' critical discourse analysis.

Keywords: Sara Mills Critical Discourse Analysis, Film, Patriarchy.

Introduction

Gender inequality and patriarchal culture become endless issues to be talked about. One of the reasons that caused gender equality has not been accomplished, especially in Indonesia, is that the society adheres to the patriarchal culture. Sastryani (2007) as quoted by (Israpil, 2017) stated that the perception of patriarchy is a system of social grouping that particularly accentuates the paternal descendants. On the other hand, the essence of men becomes the main consideration to be placed as a leader in a social system. This culture's practice still lasts until now, even according to the Ministry of Women's Empowerment and Child Protection Republic Indonesia, Bintang Puspayoga, from the official website, stated that patriarchal culture affects the low value of the Human Development Index (HDI) for women. In 2019, HDI for women is 69,18, still below the score of men's HDI which is 75,96. Bintang Puspayoga also stated that this condition is related to the construction of social patriarchy where women's status is placed lower than men, whereas women are the nation's power (Humas & Hukum, 2021).

The practice of patriarchal culture could be experienced in many society's activities such as economics, politics, and culture where it could emerge various social matters that confine women's freedom. Examples of social matters caused by this culture are domestic violence, sexual harassment, a high rate of early marriage, and stigmatization of divorce (Sakina & A., Hasanah Siti, 2017). Early marriage becomes one example of the problems that cause women's freedom fettered in choosing and living their life. Because generally, early marriage is not done by the wish of the woman, but family's matchmaking or financial matter. Early marriage becomes an actual problem that happens in society and because this issue generates significant attention from various social circles, both patriarchal issues and its impact –in this case, early marriage, have been raised in several movies.

The movie is one form of mass communication. A movie could be quite an effective propaganda tool for inserting an ideology or particular lesson to society (Karkono et al., 2020). Released in 2021, *Yuni* is one of the movies inspired by a social issue where society still uses patriarchy which does not give women freedom for reaching their dreams because they have to do early marriage. This movie shows how the main character, a woman named Yuni, fights opposite early marriage which is part of patriarchy. *Yuni* becomes one form of resistance against patriarchy in society especially when this movie is the work of a woman, Kamila Andini, who because of this movie, won the *Piala Maya* award for selected stage direction.

With the reality mentioned above, this research would examine woman's fight against patriarchy in *Yuni* using Sara Mills' critical discourse analysis which concentrates on feminism discourse. Sara Mills tends to see how positions of actors standing in the text. This position means the subject and the object of the story would determine the structure of the text and how meaning is treated in the text thoroughly. Sara Mills also focuses on how the reader and writer are shown in the text (Novitasari, 2018). In this study, readers' position changes into viewers'

position and would be discussed using Sara Mills' critical discourse analysis as well. Knowing the perspective of a text and how the position of women is placed in the text (subject/object) and how the reader is positioned in seeing women in the text is how Sara Mills examines women's discourse linguistically (Ayustin, 2022.). The approach to feminist perspectives on Mills focuses on women in text, literature, pictures, films, or news (Prakoso, 2021)

This research also refers to some researches that have been conducted such as 'Gender Discrimination using Sara Mills' Critical Discourse Analysis On Novel' by Novitasari (2018) and research about 'Woman's Roles and Gender Relation using Sara Mills' Critical Discourse Analysis on *Ayat-ayat Cinta 2* movie' by Wardani (2019). The difference between this research and the previous research is the focus that would be studied in the movie's object. It is the text speech that contains opposition against patriarchy on *Yuni*. Meanwhile, the similarity between this research and the previous research is the use of Sara Mills' critical discourse analysis theory.

Patriarchy

Patriarchal culture continues to grow in Indonesia. It could be found in some fields such as education, economics, and laws. According to Rokhmansyah (2013) in his book entitled "Pengantar Gender dan Feminisme" (Introduction to Gender and Feminism), the root of "*patriarki"* came from the word "*patriarkat"* (Latin: patriarcha, Greek: patriarkhēs), which means a structure where men are placed as a ruler, central, and everything (Sakina & A., Hasanah Siti, 2017). In patriarchy's paradigm, women become anything men are not; where men are considered the strong, women are the weak; men are rational, women are emotional; men are active, women are passive; and so forth. Based on this thought, women are seen negatively (Novarisa, 2019).

Patriarchy subordinates women and makes men in control that dominate and organize women. Patriarchal culture harms women because women's position is considered unimportant and weak. Gender discrepancy makes women's status powerless. Patriarchal culture is a culture that does not accommodate equality and balance, it makes women's existence becomes unimportant (Karkono et al., 2020). Walby (2014) in (Putri & Boeriswati, 2018) divided patriarchy into several structures. This structure goes continuously and transmits the tendency to do gender inequality. The structures according to Walby are: a) patriarchy in the household: to fully assign a woman to foster children and do house chores; b) patriarchy in occupation: a segregation of job titles between men and women, as well as salary disparity; c) patriarchy in nationhood: an absence of women for an essential position in government, as well as women's roles on law and politics, are limited; d) patriarchy in sexuality: women are considered as a sex slave, emotional supporter, or a full affection provider; e) patriarchy regarding men's abusive behavior: women are getting physically, mentally, and verbally abused; and the last f) patriarchy in culture: demanding women for being 'an ideal feminine' inside a family, education, religion, and mass media.

Critical discourse analysis Sara Mills

Sara Mills' critical discourse analysis concentrates on women in the text or issues about women. Sara Mills according to Geoffrey Leech and Michael Short stated

that discourse refers to linguistic communication which is a transaction between speaker and listener, a part of an interpersonal activity that is determined by social purpose. Text is a linguistic communication (both spoken and written) that is only considered as a codification of messages through pictures or sounds. Sara Mills focuses her attention on women's discourse. How women are shown in the text, novels, pictures, photos, or news. This approach is also called Sara Mills' perspective (Ningsih, 2018). Moreover, Sara Mills also focuses on the reader and writer that are shown in the text. How readers identify and put themselves in the story.

a) Biased news text in showing women: women tend to appear incorrectly and marginal in the text compared to men.
b) Position (subject-object): media discourse is not a neutral medium, instead they tend to show a particular actor as a subject that describes an event or a certain group (Teti & Irma, 2018).

Level	Wanted to be seen
Position of subject-object	How an event is seen depends on who sees it. Who the subject is and who the object of the story is. Whether each actor and/or social group have a chance to show themselves and their ideas, or their presences and ideas are shown by another group/person.
Position of writer-reader	How the reader's position is shown in the text. How readers put themselves in the displayed text. Towards which group they are identifying themselves.

Table: (Wardani, 2019).

Movie

A movie is one of the entertainment media which still popular in society. Besides its function to amuse, a movie is also a medium to communicate through visuals to viewers. According to Effendy, a movie is a communication medium using visual audio for sending a message to a group of people in a certain place. (Fathurizki et al., 2018). A movie is a crucial medium to communicate real events on daily basis. A movie has a strong realness such as depicting reality in society (Ghassani, 2019). A movie as a mirror of realness is a conception that a movie could portray ideas, values, and meaning in its story. The story itself is an interaction and a discourse tussle between a filmmaker and society, as well as the reality that is faced by those filmmakers (Asri, 2020).

Theory and Method

Research methods could not be separated from scientific research. Basically, a research method is a scientific procedure to obtain data for certain purposes and functions. The method used in this research is a descriptive qualitative method because researchers wanted to delineate patriarchal culture as an example of living in society from a movie entitled Yuni.

This research is using a descriptive qualitative approach. Lexy J. Moleong (2010, page 4) described that collected data in qualitative research are words and pictures, but not numbers. A qualitative approach is an approach that does not use basic work statistics but is based on qualitative pieces of evidence. In another description, a qualitative approach is an approach based on reality, what is experienced by a respondent, and then finding a relevant theory for that event.

Along with a descriptive qualitative approach, data analysis would be collected as words, pictures, or behavior, and not as numeral or statistic numbers. Instead, it would be given a description or depiction of a situation and condition researched in a narrative form. A description should be done objectively to avoid researchers' subjectivity in interpreting. A descriptive qualitative method focuses on a problem that is based on the fact that is found through observation and study documents. Choosing this method as one of the writing methods is to obtain images of patriarchy on *Yuni*.

The procedure of collecting data is done by watching, studying, noting, and then analyzing data in keeping with the content of *Yuni*. Watching is a simple way to understand a movie as an object of research. Through the process of studying, we as viewers have to analyze the meaning of the story by taking notes of some points to collect data which are dialogues spoken in the movie.

Besides, the process of analyzing data would be adjusted with Sara Mills' critical discourse analysis which is understanding meticulously every scene and dialogue in the movie. After that, analyzing the subject, object, and viewer's position in the scenes of *Yuni*. The conclusion would be a result of the viewer's observation of scenes, characterization, and implied meaning in communication provided by *Yuni*.

According to (Sugiono, 2016, page 24) there are four keywords that need to be noticed; scientific procedure, data, purpose, and function. A scientific procedure means that the research is based on characteristics of knowledge; rational, empiric, and systematic. Rationale means that the research is conducted plausibly, then it could be understandable by human logic. Empiric means that the procedure could be recognizable by human senses, then other people could also observe and understand the way that is used. Systematic means that the process in this research uses logical procedures.

Findings and Discussions

Sara Mills' Analysis	Data Found
Subject's position	7 Data
Object's position	5 Data
Viewers' position	2 Data
Total	**14 Data**

Subject's Position

a. Subject's Finding 1

Iman: *eh yun ning kene?*
(Iman: Eh Yun, you are here?)
Yuni: *sire klemen ngelamar kite?*
(Yuni: Why did you propose to me?)
Iman: *ora sabar yo pengen krungu jawaban ne langsung?*
(Iman: You are impatient to hear the answer, right?)
Yuni: *sire klemen ngelamar kite?*
(Yuni: Why did you propose to me?)
Iman: *koe lali, wis kawin kan malah leuwih jelas. Pernah gak ning Semarang?*
(Iman: You forget it, after marriage, it will be clear. Have you gone to Semarang?)
Yuni: *kite ore bise nikah kare sire.*
(Yuni: Why did you propose to me?)
Yuni: *kite ore bisa nikah karo sire.*
(Yuni: Why did you propose to me?)
Neneng: *yuni sia kunaon?*
(Neneng: Yuni, what's wrong with you?)

At minute 20.06, when Yuni was waiting for a man named Iman in a stall, Iman is the man that came to her house to propose. After Iman was seen walking toward Yuni, she directly confronted him and asked the reason why he proposed to her. Iman did not answer Yuni's question, and Yuni refused his proposal boldly. The reason why Yuni refused the proposal was because before that man came to her house, one of her teachers recommended her to continue to college which being single is the requirement. That reason made Yuni finally brave to face the man and refused his proposal. Yuni did this because she did not want to marry him, this is the way to resist a patriarchal culture.

Subject's Finding 2

Teteh Salon: *sing aneh pas kitene pegatan, nyangkin bae kite ne diusir keluarga. Jereh kite ne ledge, nuduh mantan laki kite ngegebuk, kudu ne mah kite bersukur dewekke masih bise nerima kondisi kite sing kaya mengkenen, kite egreg. Kudu ne kite sebagai rabi tetep bertahan, jadi ya uwis sa iki urip dewekan.*

Beautician: Weirdly, I was certain that I would get kicked out by my family once we got divorced. They said I was a liar for accusing my ex-husband to hit me. They said I should have been grateful because he could still accept my condition the way I was. They said I was an egoist. I should have maintained my marriage and should still be his wife. Yeah, fine. I live by myself now.

At minute 30.46, Yuni came to a salon. She asked about the owner's husband. Turned out, that the owner has already divorced because of early marriage when she was still a kid. At that time, her husband wanted to have a child but she always had miscarriages. Because of that, her ex-husband started to hit her. To escape from that man, she divorced him and then got kicked out by her family because of it. After the divorce, she tried to live by herself and had a salon in a market. This kind of act from the salon's owner is representing women resistance to an unfair condition from what her husband did to her.

Subject's Finding 3

Teman 1: *lamun sire weruh, coba bae masturbasi.*
(Friend 1: But if you know it, just try to masturbate)
Teman 2: *masa wadon masturbasi? Kudune wong lanang doang tah?*
(Friend 2: Can girls masturbate? Isn't it only for boys?)
Teman 3: *wadon ge bisa.*
(Friend 3: Girls can also do it.)

At minute 37.31, Yuni and her friends were talking about having sex with a husband. One of her friends that has already married told them that the first time was painful, but she could not tell her husband because she was shy. The conversation continued to the talk about masturbation which Yuni and her friends had not known that girls could do it too so it's not only the boys can do kind of thing. So the women equal to a man.

Subject's Finding 4

Yoga: *Lamaran sing kelon?*
(Yoga: How about the proposal?)

Yuni: *Kite mah ore weruh yog, lamun jawaban jealas lah ore, sape sing gelem di wayuh, aki-aki pisan. Tapi lamun kite ore nerime, jerehe pamali nolak lamaran leuwih sing rong balen, bakale jodohe adoh.*

(Yuni: I don't know, I'm sure that I want to reject him. Who wants to be a second wife? Let alone to an old man. But if I reject it, people say it's taboo, we can't reject a proposal more than twice because it will be hard to find one in the future.)

On minute 56.19, Yuni told Yoga, her junior who secretly has a crush on her, about her feelings. Before this scene, Yuni was pondering alone about being proposed to by a married old man. Yuni did not want to marry an old man and became a second wife, so she thought about a way to refuse. Yuni knew that if she rejected the proposal, she would be a talk among her friends again. And because there is a myth that if a women rejected a proposal 3 times than she will never get married for her entire life, so thatmyth is part of patriarchal culture.

Subject's Finding 5

Yuni*: ini mang, Yuni durung bise nerima lamaran mang Dodi. Maaf bapak ibu sing merene, mereka ning Jakarta*.

(Yuni: I could not accept your proposal. I apologize that my parents could not be here because they are still in Jakarta.)

Mang Dodi: *kenape iki? kurang ni kine? InshaAllah mang Dodi sanggupi. Ayeun pinteun maleh?*

(Mr. Dodi: Why? Is the dowry not enough? *Insya Allah* –if Allah wills, I will give more. How much do you want?)

Yuni: *Yuni udu orang sih tepat guna mang dodi. Yuni wis udu perawan maning.*

(Yuni: I feel that I don't deserve you, Mr. Dodi. I am not a virgin anymore.)

At minute 1:01:42, Yuni approached Mr. Dodi, the old man who proposed to her to be a second wife. He would give so much money on one condition: Yuni is still a virgin. In this scene, Yuni returned the money Mr. Dodi gave her the other day and told him that she was not a virgin anymore. Before this scene, Yuni had sex with her junior, Yoga. Yuni did this because she did not want to marry Mr. Dodi, this is the way to resist a patriarchal culture.

Subject's Finding 6

Nenek: *pak damar wong bagus Yun, orang terpandang.*

(Grandma: Mr. Damar is a good teacher, Yun. He's prominent)

Yuni: *jodohkan lake sing weruh bu.*

(Yuni: Nobody knows about soulmates and stuff, Mom.)

Ibu: *ya mangkane mun sire yakin karo keputusan sire, ibu mah ore pape.*

(Mother: So, if you are sure about your decision, Mom will support you.)

Yuni: *Yuni cuman pengen ibu ngebantu Yuni ngurusi sekole, yakin naken yuni lamun iku memang jalan sing terbaik.*

(Yuni: I just want you to help me with school stuff. Convince me that continuing school is the best choice.)

At 1:16:24 Grandmother was advising Yuni about the third proposal that came to her from Mr. Damar. Mr. Damar is Yuni's teacher whom Yuni adored and he came to propose. Nevertheless, Yuni still held to her decision to continue studying that is her effort to resist a patriarchal culture.

Subject's Finding 7

"tak ada yang lebih tabah
dari hujan bulan Juni
dirahasiakannya rintik rindunya
kepada pohon berbunga itu
tak ada yang lebih bijak
dari hujan bulan Juni
dihapusnya jejak-jejak kakinya
yang ragu-ragu di jalan itu
tak ada yang lebih arif
dari hujan bulan Juni
dibiarkannya yang tak terucapkan
diserap akar pohon bunga itu"

At 1:30:32, Yuni wore a wedding dress because she accepted the third proposal came from Mr. Damar. Yuni wrote a poem entitled "Hujan di Bulan Juni" and it was read by Yoga and Mr. Damar. Yuni thought that she could not refuse this third proposal, she finally decided to run away from her house while wearing her wedding dress, and then she committed suicide.

Object's Position

Object's Finding 1

Nde: *putu nde wis gede, wis arep nikah*

(Nde: My grandchild has grown up, has been able to marry.)

Yuni: *nde gelem Yuni nerima lamaran Iman?*

(Yuni: Does Grandma want me to accept Iman's proposal?)

Nde: *pernikahan keun hal sing bagus, masa iye arep nolak rezeki.*

(Nde: Marriage is a good thing, isn't it bad for refusing a fortune?)

At minute 13.36 Iman's family came to Yuni's house to propose to her. Meanwhile, Yuni was still a student and wanted to continue her study like what her teacher suggested. But Yuni's grandmother, who raised her because her parents were working in another city, supported and advised her to marry.

Object's Finding 2

Teman Yuni (1): *Ceunah mah ditolaknya ku si Yuni.*

(Yuni's friend 1: I have heard Yuni refused the proposal.)

Teman Yuni (2): *Nya, jelema kan beda-beda. Mereun Yuni mah luhur kriteria na*.

(Yuni's friend 2: Everybody has different tastes. Maybe Yuni has a better standard.)

Teman Yuni (1): *ah Aing mah sieun kena karmana dia, mun geus kie yeuh anu ngalamar teu leuwih hade di banding nu ditolak.*

(Yuni's friend 1: I'm afraid that I'm gonna get her karma. If it's already like this, the one who proposed isn't better than the one who gets rejected.)

At minute 21:31, Yuni was in the school's restroom, and hearing her friends talking about the proposal she refused. Yuni felt terrified and sad because her friends said that the next proposal would not be better than the previous one. The reason why Yuni refused the proposal was because she wanted to get a university scholarship which being single is one of its requirements.

Object's Finding 3

Bu Lilis (guru): *ieu pak, tapi mun emang bise, premen ore, iyekan? Kite galeh berusaha glatih cara biar sekole ore terbebani.*

(Ms. Lilis (teacher): Yes, Sir. But if we can support them, why not? We will try to solve this matter so it won't be a burden to the school anymore.)

Kepala sekolah*: ieu, tapi bu Lis kudu paham asal-usul bocah-bocah wadon, puguh orang tue naman pengen ngawinakeun daripada sekole.*

(Headmaster: Yes, but you have to understand about students' life, especially the girls. Their parents will choose to give them in marriage rather than send them to college.)

At minute 1:07:55 Yuni heard the conversation between Ms. Lilis and the headmaster. The headmaster asked Ms. Lilis to not tempt students for a university scholarship. Because their school had many shortages and students' competencies were low. He also told her that most schoolgirls' parents were interested to give them in marriage rather than sending them to school.

Object's Finding 4

Ibu Yuni: *Premen ya Yun, ibu Cuma lulusan SD, sing ibu weruh mah akeh sarjana tapi ne pengangguran, yeu apa bae sing gawe sire sing ibu pasti dukung.*

(Yuni's mother: Pardon me, Yun, Mom is only a graduate of primary school, as far as I know, there are so many scholars but jobless, but anything that makes you happy, Mom will support.)

At minute 1:17:12, in this scene, Yuni's mother told that her wish to continue studying was hard to grant. Being a scholar did not guarantee getting a job, but her mother would have a try for Yuni.

Object's Finding 5

Mang Dodi: *sniki nembe awalan teh, mungkin upami yuni sareng sah kule lan terbukti masih perawan, ditamabahan slawe jute lagi.*

(Mr. Dodi: This is only a down payment, later when you are officially being my wife and your virginity is proven, I will add another twenty-five million.)

At minute 49:38, in this scene, Mr. Dodi explained that he gave a down payment of the dowry at 25 million rupiahs for marrying Yuni, and if she was still a virgin on their first night, he would give another 25 million rupiahs.

Viewer's Position

Viewer's Finding 1

Viewers are invited to see how Yuni tried to refuse marriage proposals that came to her and ignore some myths about refusing a proposal.

Viewer's Finding 2

Viewers are invited to see Yuni's struggles to be able to continue studying even though the wish did not come true eventually.

Conclusion

Based on the result that has been explained, it could be concluded that Sara Mills' critical discourse analysis could portray Yuni's struggles in refusing patriarchal culture. It was shown through the subject-object's position and the viewer's position. There are seven findings for the subject's position, five findings for the object's position, and two findings for the viewer's position.

It could be seen clearly that the subject's position in this movie is women. Yuni represented women who are haunted by a patriarchal culture that still adheres to Indonesian society. The object's position in this movie depicts the reality of

patriarchal culture in Indonesia that caused injustice for women, especially in education. The viewer's position shows women's resistance to patriarchal culture. It also invites viewers to not be scared to fight for their rights, for gaining justice and equality in any field, especially in education.

Women's struggle in refusing a distorted patriarchal culture could be seen in dialogues that have been analyzed by researchers. The forms of struggles in refusing patriarchal culture are rejecting marriage proposals, doing free sex, deciding to divorce, and finally committing suicide.

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The Worst Imaginative World portrayed in American Dystopian Sci-Fi:A Study of Literary Genre

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Abstract

In recent decades, dystopian sci-fi has become highly popular works in the literary world, both as novels and films. Then, many writers or directors are actively producing this kind of works, including in America. The popularity is very determined from the formulas that the author builds in his works. However, the formulas of dystopian sci-fi in America are shows pessimism through a portrait of a worst future world. This study reveals how American dystopian sci-fi portrays the worst future world through its formulas. By using the method of genre analysis, the writer will reveal the formulation of conventions and Inventions found in the works of American dystopian sci-fi. Here, the writer will analyze *Hunger Games, Maze Runner,* and *Divergent* novels regarding its popularity in the last decade.

Keyword American Literature, Dystopia, Genre, *Hunger Games*, Science fiction.

Introduction

Debates on determining the genre in literary works are common among literary scholars. Even it is old but the rise of this study, as a populer phenomenon, worth to discuss further. In the context of this research, debates on determining whether

dystopia is the science fiction (hereafter sci-fi) genre or not, the antithesis of sci-fi, or dystopia is part of utopian fiction, etc, up to now especially among sci-fi researchers (Latham, 2017). This becomes a challenge, indeed, to define dystopia in a literary context. However, the writer here tries to reexplore the common thread between sci-fi, utopia, and dystopia, by analyzing the maintained pattern and the new value brought by several popular sci-fi works of the last decade.

In the Oxford Dictionary of English (Stevenson, 2010), sci-fi is defined as "imaginative fiction" based on postulated scientific discoveries or spectacular environmental changes, frequently set in the future or on other planets and involving space or time travel. The emphasis in this definition lies on "imaginative fiction" to be distinguished from "realist fiction", which means that there is an attempt in sci-fi writing to reproduce real human experiences in the world where they have lived so far into a fictional world. Another emphasis is on "scientific discoveries" and "spectacular environmental changes" where the premise can be aimed at a scientific progress such as the discovery of technology, space, time machines, robots, computers and others. This definition implies the phenomenon of alienation as it has been known since the era of Russian formalism but is added by material elements, namely the intervention of science and technology.

Suvin (1979), on his provocative criticism of the definition of the sci-fi genre, always focuses on the two terms "estrangement" and "cognition". These two terms will later return to the meaning of the phrase sci-fi. Suvin said that the word "cognition" refers to the condition of rationality, logical implications, and even that is related to the elements in sci-fi that always encourage the reader to (try) to understand and understand all things that are beyond the reach of human logical thinking contained in sf narratives such as extraterrestrial life, aliens, and time machines. While the word "estrangement" can be associated with the concept of alienation in contemporary literary criticism, which is contextually used to refer to events that are alienated by readers by elements that are deliberately used in literary works. According to Suvin, both are important in a sci-fi work to show the relevance of sci-fi to the real world and its presence to "challenge" the reality that has been taken for granted in the real world. Furthermore, Suvin tends to use these two terms to give the view that the "other world" in literary works (alternative world) is a possibility, of course, in the name of science. In line with that, Robert argues that "If the sci-fi texts were entirely concerned with "estrangement" then we would not be able to understand it; if it were entirely to do with "cognition" then it would be scientific or documentary rather than sci-fi (Roberts, 2000)." For Suvin the term "cognitive" is a synonym for scientific, so the phrase "cognitive estrangement" is another way for him to mention sci-fi. This emphasis is then the basis that can provide specific spaces or differences in the sci-fi genre.

This creates a utopian tendency to be equated with sci-fi, especially in the developing hypotheses of modern socio-political studies. However, this possibility could be true, considering the ability of utopian works to present important ideas in the development of science and technology that more or less resemble the works of sci-fi. Frank Manuel (1967) assumes that a significant shift in thinking by utopian activists began when the writers (fiction) moved from talking about a "better place" (*eutopia*) to the concept of "better time" (*euchronia*), which of course is influenced by social and historical progress. The writers such as H.G. Wells, Edwards Bellamy

and Hugo Greensback successfully marked this initial concept in literature. And since then, the concept of utopia has become an imaginary construction in contemporary society that ripens speculation about various real possibilities in the future.

Like utopia, dystopia also gives a picture of the future, but it refers more to the fear of the future of the world that will come, which is often a propaganda. The concept of utopia has been proven to have raised human hope for a better life and future, but it is also undeniable that along with it, there is also a fear of disappointment that is inevitable if it is not implemented. Therefore, some experts believe that the concept of dystopia grew after utopia was judged to have failed to deliver the promised changes to the world. This dystopian works can be discovered in the works of Jules Verne, George Orwell, and Aldous Huxley, as well as *Hunger Games*, *Maze Runner*, and *Divergent* in recent decade.

In the study of popular literature, literary works are treated as products (Macherey, 1978; Storey, 2018). Because it is a product, novel or popular fiction cannot be separated from its production and consumption process. In this context, authors, publishers, and distributors are producers or agents behind the production process, while readers or audience as consumers. Thus, the level of production, massive sales, and its adaptation to various forms of popular products are important factors that measure the popularity of a literary work.

A popular phenomenon in fiction, in the last decade, can be found in several sci-fi genre novels, for example Susane Collins's *Hunger Games*. As the one of the popular novels, *Hunger Games* proved a phenomenal success in the world of popular fiction. The *Hunger Games* not only made a lot of profit but also a massive production rate. This is at least proven by his novel trilogy, which was mass-printed 50 million copies, translated into 50 languages, and has copyright in 50 countries around the world. This makes the *Hunger Games* trilogy occupy the pinnacle of success among the popular US fiction works ever. This novel quickly penetrated the *New York Times Best Seller* list in November 2008 and even remained at the top of the list for over 200 consecutive weeks for over three years, a record previously only achieved by the *Harry Potter* Saga Novels (data from scholastic.com).

This note certainly made Collins himself even more motivated to produce similar works. In the following years, Collins and publisher Scholastic released the second and third novels, namely *Catching Fire* (2009) and *Mockingjay* (2010). Following the *Hunger Games* trilogy, these novels also reap success. This made Amazon declare Suzanne Collins as *The Best-Selling Kindle eBook Author of All Time*. Moreover, the *Hunger Games* trilogy has won awards such as *New York Times Bestseller, USA Today Bestseller, Amazon Best Books of 2008: Top 100 Editors' Pick,* and others (data from suzannecollinsbooks.com).

Furthermore, the popularity of this trilogy has also attracted the attention of producers and the film industry. So that in 2012, this trilogy was adapted into a film with no less fantastic success than the novels. At the beginning of its release, on March 21, 2012, *Hunger Games* has been hitting various records, especially in the North US. In its first week, the sequel grossed $152.5 million, eventually reaching $694 million from its worldwide premiere, beating its production cost of just $78 million. The DVD and Bluray Disc also sold 7.4 million units, surpassing *Twilight* (2008) and *The Avengers* (2012), making it The Best-Selling DVD of 2012 version of *thenumbers.com*. So do not be surprised if this sequel has been named the only

film after *Avatar* (2009) which has topped the box office for four consecutive weeks. Two sequels were released in the following years: *Catching Fire* (2013), *Mockingjay part 1* (2014) and *Mockingjay part 2* (2015).

Like a popular phenomenon, Collins were followed by other sci-fi writers such as James Dashner and Veronica Roth in the *Maze Runner* and *Divergent* trilogy novels. Nearly a year after the explosion of *Hunger Games*' popularity, Dashner tried his luck with the release of the novel *Maze Runner*. It was also released in the form of a trilogy, including; *Maze Runner* (2009), *Scorch Trials* (2010), and *Death Cure* (2011). The positive response from readers forced Dashner and his publisher, Delacorte Press, to re-release *The Kill Order* (2012) and *The Fever Code* (2016) as prequels to the previous Trilogy. Until in its first year, *Maze Runner* won *New York Times Best-Selling Series* (data from penguinrandomhouse.com). Its popularity has continued since Twentieth Century Fox released a film adaptation of his book in 2014. Again, this work has reaped the rewards of his hard work with its box office success earning $32.5 million in its first week of release. The release of the second sequel to *Maze Runner*: The Scorch Trials also helped increase sales of the novel in the market, reaching 3rd position on *USA's Today Book-Selling List* (Lawler & Cadden, 2014). The latest data, admitted by James Dashner in an interview that his book sales in the North US region have reached 10 million copies and his film sales profit worldwide reached $340 million (dasnerarmy.com).

The same success is also shown by Veronica Roth's novel *Divergent*. In its first year of release in 2011, *Divergent* sales to exceed 1 million copies and entrenched in the New York Times Bestseller list. The success of this novel did not escape the publication of *Harper Collins Publishers*, which is included in the top 5 largest English-language publishers in the world, along with Hachette, Holtzbrinck/Macmillan, Penguin Random House, and Simon & Schuster. After finishing his third book in 2014, the trilogy *Divergent (2011), Insurgent (2012), and Allegiant (2013)* also claimed the top three positions on the USA's Today Book-Selling list for the first time. According to Roback (2014), sales of this trilogy had reached 6.7 million copies in 2013 (3 million hardcovers, 1.7 million paperbacks, and about 2 million ebooks). Until early 2014, Harper Collins himself confirmed that 3 volumes of this trilogy had sold 10 million copies. This also made the site forbes.com released an article that included Veronica Roth's name as the top 6 in the list of highest-grossing authors, about $17 million in revenue from selling prints and the *Divergent* Trilogy ebook in 2014.

The phenomenon proved at least how fiction can become so popular and gained a lot of profit. It also proved how the extraordinary actions of actors or producers of popular fiction in the US in responding to the conditions and desires of their consumers. A phenomenon like this is a popular literary phenomenon which is justified by Adi (2011) that the development of popular fiction can be seen from the acceptance of readers or viewers in the world which can be seen from the level of sales, and adaptation into other forms. So do not be surprised if a popular fiction such as *Hunger Games*, *Maze Runner*, and *Divergent* cannot be separated from its adaptation of films and all kinds of market responses in the process of its development. The ability of a popular work to attract the attention of readers, viewers or massive consumers makes it worth to studied.

Previous studies found to confirm the popularity of this issue among the scholars. Research from Scholes and Ostenson (2013) claimed dystopian fiction as part of Young Adult fiction. They observe a trend that the audience for novels that are claimed to be dystopian fiction in America is dominated by teenagers. This is due to the close relationship between issues in dystopian fiction and the real life of teenagers in America.

Meanwhile, Muallim (2017) focuses on issues and discourses in dystopian sci-fi novels which are still very closely related to the context of world history outside the text. The results of his research found that these issues carry a message of criticism and warning to readers about a chaotic future world.

Sriastuti (2021)found that American dystopian novels confirm the ideology of capitalism and negate the ideology of socialism. They saw that the ideology of capitalism reappeared in dystopian novels in the form of an authoritarian government. On the other hand, dystopian novels are considered to negate socialism by carrying the theme of equality and the abolition of social class.

Baccolini (2004) finds that there is still hope in dystopian novels. This hope stems from the utopian idea that is still maintained in the dystopia. Baccolini sees the characters built in today's dystopian novels fighting for bad social conditions towards a utopian hope.

By considering the existing studies, this research intends to re-explore the dystopian sci-fi genre from a different perspective. Researchers utilize literary genre theory from Cawelty by looking at conventions and inventions, especially in the context of phenomenal American sci-fi novels in the last decade such as the *Hunger Games* Trilogy, *Maze Runner*, and *Divergent*. This research is then expected to be able to provide a different perspective on determining literary genres.

Theory and Method

This study used the genre study method and John Cawelty's formula which categorizes genres based on their themes and formulas. For example, the genre of adventure, romance, alien beings and state, mystery, and melodrama, so that it appears as an established genre. Conventional definitions of genre tend to be based on conventions of fictional text elements such as theme and setting, genres are created through dialogue between the similarities and differences in the formulas of many fictions.

Conventions and inventions carried out in the study of the popular narrative genre present an image and meaning that is already familiar to the audience while emphasizing the continuity of values; inventions are new perceptions or meanings that have not been realized before. Both of these functions are important for culture, conventions help create cultural stability, while inventions help respond to changing circumstances and provide new information about the world (Cawelti, 1976).

In the context of popular fiction, the intrinsic elements of fiction in which there are characters, characterizations, plot, structure, setting, and themes are referred to as formulas (Adi, 2011). Cawelti defines the formula as "a combination or synthesis of a number of specific cultural conventions with a more universal story or archetype" (Cawelti, 1976). Because it refers to cultural conventions, formula research

can be used to determine genres, seeing that genres are cultural products that cannot be separated from agreement in society or the audience. Thus, genre research can mean researching formulas because basically genre research examines the elements that exist in popular fiction (Adi, 2011).

However, it does not necessarily equate research genres and formulas as a whole. Genre analysis works somewhat differently from the concept of Cawelti's formula: "a conventional system for structuring cultural products". Cawelti distinguishes genres and formulas as follows:

> Genre can be defined as a structural pattern which embodies a universal life pattern or myth… Formula, on the other hand is cultural; it represents the way in which a particular culture has embodied both mythical archetypes and its own preoccupations in narrative forms (Cawelti, 1976).

The above understanding implies that both genre research and their respective formulas cannot be separated from the audience. The term genre in this case presents something more universal, such as archetypes, while the formula is more cultural. These two things lead to phenomena that are cause and effect, because the presence of genres and formulas refers to the existence of the audience.

Besides formulas, another element in popular fiction research is archetypes. According to Cawelti archetypes and formulas are different. Archetypes are story patterns that are not limited by a particular culture or by time (universal), while formulas are defined as specific cultural conventions between one culture and another (Adi, 2011). In line with Cawelti, Grace (1965) says that archetypes are symbols that mark the universality of themes that touch the human side.

Therefore, formula analysis will used to determined American Dystopian Sci-Fi as a Genre. Then, convention and invention are significantly revealed as well as to show continuity and new perceptions of values found in the literary works. Here, the writer will analyze *Hunger Games* Trilogy (2008-2010), *Maze Runner* Trilogy (2009-2011), and *Divergent* Trilogy (2011-2013) regarding its popularity as American dystopian sci-fi of the last decade.

Findings and Discussion

1. Sci-fi Convention in the Trilogi of *Hunger Games*, *Maze Runner*, and *Divergent*

Determining a popular genre or categorizing a fiction into a popular genre is a fairly complex matter. This is inseparable from the reader who is the most decisive indicator in the genre of popular fiction. The diversity of readers will give birth to various responses, especially in determining a genre. There are many possible aspects that serve as benchmarks for readers to include a literary work into a particular genre or group, for example, based on the place or period the work was produced (German fiction, cold war fiction), the content and theme of the story (horror, drama, adventure, etc), the purpose of the story (young adult fiction), or characters

that have been attached to the work such as (superheroes, criminal, dracula). However, basically the determination of this genre tends to be based on the conventions of fictional text elements such as the theme and setting of the story.

In the context of popular fiction, genre research is usually done by looking at historical aspects, themes, archetypes, and the interests of the audience or readers (Adi, 2011). The historical aspect means seeing the development of a genre over time. Therefore, genre research means examining conventions and inventions or formulas in order to see the development of a genre. Convention emphasizes continuity of value while invention is a new meaning that has not been realized. In other words, popular genre research is like researching formulas.

If in a noble literary work, research is usually done by looking at the intrinsic elements of a literary work, in the context of popular fiction these elements can be said to be formulas. In popular fiction genre research, this formula is important because the genre is created through a dialogue between the similarities and differences of formulas from various fictions. Cawelti defines formula as a combination or synthesis of a number of specific cultural conventions with universal or archetypal narrative forms (Cawelti, 1976). So, researching formulas in other words also examines cultural conventions and inventions that apply in society. Conventions help create cultural stability while inventions help respond to changing circumstances and provide new information about the world.

In its development, the utopian tendency has become a pattern that cannot be separated from works of the sci-fi genre. In this case, the elements in utopia act as conventions which are always repeated in every sci-fi works. Because the convention emphasizes the continuity of values, this repetition becomes a crucial identification to see the regularity that exists in some fiction. The repetition of elements or elements in fiction will continue to stick in the reader's memory so that the type of fiction will be recognized by the reader. Like Cawelti (1998) who sees the confrontation between urban communities and indigenous (Indians) in the US as a pattern in fiction or western genre films or patterns the battle between good and evil that is very formulaic in the works of the US action genre according to Adi (2008).

Conventionally, sci-fi works are always associated with future backgrounds, utopian views, and super-sophisticated scientific and technological terminology. These elements are often found in works from developed countries where science and technology thrive and thrive. This also makes developing countries like the US one of the most frequently mentioned countries in the world of sci-fi. And this of course is also related to the progressivity of science and science that is developing strongly there. The fertility of the sci-fi industry in the US is one of the factors in the popularity of the US as a sci-fi country. The booming number of consumers or fans of sci-fi in the country makes the sale of works of this genre rapidly increase in the market and also encourages the production of similar works in the country. Therefore, the works of sci-fi AS are always interesting to study in a popular context. Therefore, in this research, the trilogy of *Hunger Games*, *Maze Runner*, and *Divergent*, which in recent years has become the center of attention due to its extraordinary popularity, is used as the main data in viewing the conventions of the sci-fi genre works which will be discussed in the following sub-chapter.

a. An Imaginative/Alternative World of Sci-Fi

In its development, like previous sci-fi stories, the three trilogies of *Hunger Games*, *Maze Runner*, and *Divergent* also always depict stories with different backgrounds from the real world. In other words, these works always create an alternative world outside of the writer's world, either as a metaphor or a real-world concept that is still limited to future possibilities. That's why some works and even the authors of the work themselves often use sf as a means to comment on the real world. This again distinguishes the work of sci-fi and fantasy. Fantasy tends to be more spontaneous so that it never talks about future possibilities as presented by sci-fi (Goossens et al., 2020; Milner Andrew, 2012). Indeed, the "world of possibility" in sci-fi is wrapped in such a way with various rationalities that can justify it. As found in Suzane Collins" *Hunger Games* and James Dashner's *Maze Runner*.

> "Our part of District 12, nicknamed the Seam, is usually crawling with coal miners heading out to the morning shift at this hour. Men and women with hunched shoulders, swollen knuckles, many who have long since stopped trying to scrub the coal dust out of their broken nails, the lines of their sunken faces. But today the black cinder streets are empty." (Collins, 2008)
> "That must be their leader, Thomas realized. Hating how everyone gawked at him, he concentrated on studying the place the boy had called the Glade. The floor of the courtyard looked like it was made of huge stone blocks, many of them cracked and filled with long grasses and weeds. An odd, dilapidated wooden building near one of the corners of the square contrasted greatly with the gray stone. A few trees surrounded it, their roots like gnarled hands digging into the rock floor for food. Another corner of the compound held gardens—from where he was standing Thomas recognized corn, tomato plants, fruit trees." (Dahsner, 2009).

A setting or story setting in the context of sci-fi always exposes the reader to a world that the reader has never encountered. The word "not yet" is important here, because the world the author creates in sci-fi works does not mean that it will never exist. That is, even though the world of imagination built by the author does not exist in the real world or in the world of writers and readers, there is still a possibility that such a place will exist in the future (Beukes et al., 2017). The enactment of this possibility is the effect of the use of elements of technology and science that rationalize the narrative in sci-fi which will be discussed in the next subchapter.

In the novels of *Hunger Games* and *Maze Runner*, the sf pattern still feels very thick. Collins composes his narrative by raising a setting that tells the marginal areas which he calls District 12, while Dashner calls it the Glade. In today's real world, readers will not find a place called District 12 where all the inhabitants are stooped due to mining activities, or people who live isolated and forced to survive in a labyrinth called the Glade. However, the possibility of such a place and life in the future remains. Issues of poverty, exploitation of workers and isolated living are things that have often been encountered in the real world today. Even though it is not as bad as described in sci-fi work, these symptoms can still lead the current world to become a bleak world in the future as described by the sci-fi writers.

b. Utilization of Science and Technology

Since its inception, the involvement of elements of technology and science in sci-fi is known to have become an established pattern in the development of this genre, ranging from stories that utilize robotic technology, computers, spaceships, laser weapons, to time machine technology. Even some of the speculations raised by the early sci-fi writer to inspire inventors to make it happen in the real world. This has also become one of the factors that fosters trust as well as the hope of modern society that technology and science can turn a possibility in fiction into reality.

That belief also makes technology and science tend to be the most rational references in building arguments. Likewise in fiction, the embedded techno-science elements will be able to build a narrative that can be accepted by the reader's logic. This element serves to convince the reader that the world that the author builds in the story is a world that is close to the reader's world or it could be a reader's world in the future because of the technology that can make it happen. In other words, the ever-present element of techno-science tries to be a facility for readers to present future possibilities.

In contrast to the real world, the elements of techno-science in sci-fi work tend to be predictive, although not completely. In other words, the technology used in sci-fi stories is not only technology that exists in the real world but also technology that is predicted to be an invention or achievement in the future. As in the following snippet, sci-fi stories often take advantage of advanced technology, whether existing in the real world or still limited to speculation.

> I expect the ladder to release me then, but I"m still stuck when a woman in a white coat approaches me carrying a syringe. "This is just your tracker, Katniss. The stiller you are, the more efficiently I can place it," she says. Still? I"m a statue. But that doesn"t prevent me from feeling the sharp stab of pain as the needle inserts the metal tracking device deep under the skin on the inside of my forearm. Now the Gamemakers will always be able to trace my whereabouts in the arena. Wouldn"t want to lose a tribute. (Collins, 2008)

> "They give you this stuff they call truth serum and sit you in front of everyone and ask you a load of really personal questions. The theory is that if you spill all your secrets, you'll have no desire to lie about anything, ever again. Like the worst about you is already in the open, so why not just be honest?" (Roth, 2011)

In real life tracking technology is familiar to readers, but not for trackers embedded into a person's body as told in the first part of the story. This technology is similar to GPS that readers can find in everyday life, but until now there is no GPS that can be inserted and integrated into the human body. Technology that readers often encounter in the real world that will make the reader feel close to the experience in the story. Unlike the second piece of the story, which tells of a chemical liquid that can make someone tell the truth. Such advanced technology has never

been encountered in the real world, but the word "serum" will be very familiar to readers in today's medical context. The use of scientific terms will serve to minimize the effects of fantasy and can then be referred to as scientific speculation that can guarantee that the technology will actually be realized in the future. So it will be difficult for the reader to think that the technology in the story is impossible. Some of sci-fi works also use scientific terms to refer to ways of working that resemble real-life scientific methods or what is commonly referred to as pseudo-science.

> "The serum will go into effect in sixty seconds. This simulation is different from the aptitude test," he says. "In addition to containing the transmitter, the serum stimulates the amygdala, which is the part of the brain involved in processing negative emotions—like fear—and then induces a hallucination. The brain's electrical activity is then transmitted to our computer, which then translates your hallucination into a simulated image that I can see and monitor. I will then forward the recording to Dauntless administrators. You stay in the hallucination until you calm down—that is, lower your heart rate and control your breathing." (Roth, 2011)

> "I'll give you the simplified explanation of how this works," Matthew says as Nita brushes Tris's arm with antiseptic. The smell is sour, and it nips at the inside of my nose. "The fluid is packed with microcomputers. They are designed to detect specific genetic markers and transmit the data to a computer. It will take them about an hour to give me as much information as I need, though it would take them much longer to read all your genetic material, obviously." (Roth, 2013)

From the first part of the story, readers can find scattered scientific terms such as serum, simulation, test, transmitter, amygdala, hallucination, electrical activity, heart rate, antiseptic, fluid, microcomputers, and genetic material. These words will help convince the reader that the events in the story are really close to everyday events in the real world. This is also supported by how the author explains the process or method of science in stories that are like processes and methods that readers often encounter in the real world, such as quotes such as processes where brain activity or other body parts are transferred to a computer, which are facts that readers can encounter in the context of technology. medicine at this time, but some processes or technologies at least cannot be ascertained to be scientifically justified for now.

On the other hand, to convincing the reader, the use of elements of technology and science provides new knowledge and experiences or reminds the reader of scientific knowledge. This trend actually started with the emergence of modern society in the early 19th century. At the time it can be said as the beginning of US society celebrating modernity and technological progress. This also had an impact on popular US works, especially sci-fi, which were involved in this celebration such as the birth of Pulp Magazine which carried the theme of Hard sci-fi at that time. Fiction works began to participate in exploration in scientific projects that tend to be didactic.

c. Ideal State and Hope for the Future

Another characteristic of sci-fi works is the character's hopes for the creation of an ideal future. Indeed, the ideal referred to here is a utopian ideal. For example, in the story, the main character aspires for the community in his environment to become more moral, prosperous, peaceful, and without conflict; or figures hope that one day they can form a government that is free from corruption, democracy, and egalitarianism. This will often be read both at the beginning and at the end of sf stories. The perception of "good" in the story will also be focused on the characters who fight for these ideals and hopes (Block et al., 2016). Usually, this expectation is placed more on the main character and supporting characters who fight until the end of the story.

The emergence of these hopes or ideals cannot be separated from the power of technology and science to ensure a better world for humans. As previously discussed, in modern society, technology and science have been trusted as real facilities to achieve the desired future. So far, civilization and progress have proven to be successful, supported by the superiority of technology and science. It is not wrong if many people put their hope in the techno-science collaboration. In sci-fi stories, technology and science scientists often become facilities for characters to succeed in their goals or become facilities to prevent something that is far from the ideal expectations in the story.

> We give one another far more than can be adequately summarized. In our factions, we find meaning, we find purpose, we find life." I think of the motto I read in my Faction History textbook: Faction before blood. More than family, our factions are where we belong. Can that possibly be right? Marcus adds, "Apart from them, we would not survive." (Roth, 2011)
>
> "That's how the genetic manipulation experiment was born. It takes several generations for any kind of genetic manipulation to manifest, but people were selected from the general population in large numbers, according to their backgrounds or behavior, and they were given the option to give a gift to our future generations, a genetic alteration that would make their descendants just a little bit better." (Roth, 2013)

2. Sci-fi Invention in the Trilogy of *Hunger Games*, *Maze Runner*, and *Divergent*

Since the beginning of the 20th century, dystopian works have begun to appear and seem to appear as substitutes for the utopian spirit that is slowly being abandoned by society. In the sci-fi world, the spirit of dystopia has become a new passion for sci-fi writers to revive the glory days of sci-fi, which had experienced setbacks since the conflict between western countries until the start of the world war. The decline of the utopia cannot be separated from people's saturation of dreams that are not getting realized and are getting worse, such as the onset of war, economic, political and moral crises. The sci-fi readers began to look for readings that could better describe and represent the conditions they were feeling.

As mentioned in the previous chapter, dystopia can be said to be the opposite spirit of utopia, or it can be said to be anti-utopia, counter-utopia, inverted utopia, and others. sci-fi works that carry the spirit of dystopia also appear in contrast to sci-fi's utopian works and even tend to become social criticisms of their time. Some of sci-fi works which are considered as pioneers of dystopia, such as Yevgeny Zamyatin's We (1924), Aldous Huxley's Brave New World (1932), and George Orwell's Nineteen Eighty Four (1949), are known for their satire depictions of a state that bad where people are forced to obey the authorities, freedom is restrained, and the values of individuality are abolished.

As a Russian writer, Zamyatin's work became a satire for Stalin's Totalitarian government in Russia at that time, while Huxley criticized capitalism and consumerism by the bourgeoisie that was endemic in Europe, especially in England, and Orwell's work was considered a warning about the dangers of fascism and socialism that can control and control all aspects of human life. The narrative that is built in the work of sci-fi dystopia is considered very close to the reality of society. Unlike the case with utopian works which are considered to be dreaming too far and only being speculations that end up benefiting the rulers. This closeness also makes some of the words and expressions in the dystopia sci-fi works a term to describe the current western modernism culture such as "doublethink" and "Big Brother is Watching You", even for people who have never read the work.

The shift in the spirit of sci-fi work from utopia to dystopia, using Cawelti's glasses, can be said as an invention that occurred in the development of the sci-fi genre. The invention allows for the creation of branching within a genre. Because genres cannot be separated from change and adaptation, subgenres or subdivisions within a genre are unavoidable (Adi, 2011). However, this process does not mean changing the whole formula for the sci-fi genre. Standard conventions that build sci-fi work still exist because conventions also function to build communication bridges between works and audiences (Cawelti, 1976). In other words, conventions can be a bridge for readers to identify a genre.

The involvement of the audience or readers is indeed an unavoidable thing in the study of popular fiction. The creation of inventions is also a form of communication between fiction works and their readers in responding to cultural developments in society. As Cawelti said that inventions respond to changing circumstances and provide new information about the world (Cawelti, 1998). So that over time the formula of a genre may be modified or updated following the prevailing spirit in society, as seen in the dystopian genre sci-fi.

Sci-Fi's dystopian works are sci-fi works that carry the dystopian spirit in constructing the narrative. This makes sci-fi's dystopian work different from early sci-fi's. As Cawelti means, this difference can be said to be a form of sci-fi work's response to the existing world conditions. For example, in dystopian sci-fi works, technology is no longer fully described as a means to achieve the welfare and prosperity of human life in the future as depicted in early sci-fi works which tend to be utopian, but technology tends to be judged as a tool to gain power or to gain power. maintain power in society. In addition, the world that the author built is seen as a future world that is worse than the dreams promised in the previous sci-fi work. This also makes some people judge sci-fi's dystopian works as pessimistic and anti-

future works. However, some others (especially for fans of dystopian works) actually see this as a form of criticism and warning against the current world condition which may lead to a worse world condition as depicted in dystopian narratives.

Until now, sci-fi's dystopian works are increasingly in demand by fiction readers, especially with the various crises that are currently engulfing the world community. In the last 10 years, sci-fi's dystopian works have always managed to make a lot of profit from their sales (in various forms and adaptations). In fact, not a few other genre works that combine dystopia elements in their narratives have also managed to achieve large sales, such as *The Nightingale* (2015) by Kristin Hannah, *The Sympathizer* (2015) by Viet Than Nguyen which had won the Pulitzer this year, and many other popular works. Works such as *Hunger Games* Trilogy (2008-2010), *Maze Runner* Trilogy (2009-2011), *Divergent* Trilogy (2011-2013) are also believed to revive the popularity of sci-fi's dystopian works in the form of novels in the last ten years. All of this, of course, cannot be separated from the patterns that dystopia sci-fi works offer to readers. The following discusses the patterns that build or recur in sci-fi's dystopian works, especially in the three popular trilogies.

a. The Worst Future World

In sci-fi works that carry the spirit of dystopia, readers will always find a future setting that is destructive or not ideal. However, unlike disaster fiction where destruction is generally caused by nature, dystopian sci-fi tends to be caused by humans themselves, such as post-war situations, environmental damage, social and economic crises. Although this pattern is clearly different from the utopian pattern that modern society aspires to, but uniquely, this pattern is considered more realistic by today's readers than the previous sci-fi patterns because it does not only show one side of life.

Damage and violence are another side of life that cannot be hidden forever. This is in line with what Adi (2008) said that in order to convince the audience it is not necessary to always present a beautiful and peaceful setting that only represents one of the realities of life, the other side such as quarrels, destruction and war are also situations that are often felt in society. real world. Like the depiction of the dark life of the people who have to be haunted by the terror of hunger every day, they tend to adorn the narratives of sci-fi's dystopian works.

> But the money ran out and we were slowly starving to death. There's no other way to put it. I kept telling myself if I could only hold out until May, just May 8th, I would turn twelve and be able to sign up for the tesserae and get that precious grain and oil to feed us. Only there were still several weeks to go. We could well be dead by then. Starvation's not an uncommon fate in District 12. Who hasn"t seen the victims? Older people who can"t work." (Collins, 2008)

The actual event of hunger will feel very familiar to readers who live in today's world, where social and economic inequality caused by the grip of global capitalism has begun to strangle the necks of the world's population today, leading to poverty. Not only can it cause hunger, the crisis conditions in various sectors of people's

lives now also make it possible to bring the world today to environmental damage and a bleaker life.

> "Not much to tell—happened a long time ago. The sun flares were completely unexpected and unpredictable, and by the time the scientists tried to warn anyone, it was way too late. They wiped out half the planet, killed everything around the equatorial regions. Changed climates everywhere else. The survivors gathered, some governments combined. Wasn"t too long before they discovered that a nasty virus had been unleashed from some disease-control place. Called it the Flare right from the beginning" (Dahsner, 2010).

One thing that is important is that in building a storyline or narrative like the one above, dystopian sci-fi writers (including fiction writers in general) usually use elements that are familiar to the reader(Gerny, 2019). Such as the quotations from the novels above which tell of urban situations, damaged buildings, scientists, and the government. All of these elements are often encountered by readers in the real world. This serves to close the distance between the reader and the situations and conditions in the story. The goal is to attract the reader's trust in enjoying a work of fiction.

In fiction, one of the important factors in convincing the audience or readers is to build narratives that are familiar to the reader. The way in which the setting and conditions of the story are presented in this case is also crucial. Therefore, fiction writers often take advantage of elements and details that are natural or often encountered by readers in the real world. This will give a more realistic impression and image as the reader wants. For example, in superhero stories where the protagonist can fly, change form or have abilities beyond ordinary human powers. This is often motivated by scientific events which of course involve advanced technology. The event of flying, changing forms, and others are something that does not exist in the real world and is difficult for the reader's reason to accept, but this can be bridged with the involvement of technology that is familiar to readers in the real world, so that readers accept it as much as possible. As discussed earlier that technology can make people believe about possibilities that have not yet happened. So it can be assumed that, although the novel and other works of fiction are fiction, readers demand fiction to always be more realistic in its presentation.

According to Adi (2011) one way to make a reasonable storyline is to present a situation with the law of cause and effect. Furthermore, Adi likens it to a shootout scene in an action movie that must have a reason why it happened. A fiction writer can't ignore this because if it happened then the action scene would be branded as fantasy. This technique can also be found in the dystopian works of sci-fi. The depiction of crisis and devastated situations and conditions is always motivated by past events which tend to allude to the situation that can be felt by readers in the real world today.

> "Humanity has never been perfect, but the genetic alterations made it worse than it had ever been before. This manifested itself in what we call the Purity War. A civil war, waged by those with damaged genes, against

> the government and everyone with pure genes. The Purity War caused a level of destruction formerly unheard of on American soil, eliminating almost half of the country's population." (Roth, 2013).

This pattern will also make dystopian works tend to use words such as "Once upon a time…", "He tells a story about…", "The predecessor said…", "Long time ago before…". In addition to building a causal narrative, this technique is also to provide clarification to the reader about past events in the story. Like the quotes above that describe how the downturn and destruction of the condition of society is caused by past conditions such as wars, failed scientific experiments and also environmental damage due to human greed to take advantage of nature.

b. Totalitarianism, War, and Revolution

In addition to the worse setting, another pattern that often appears in sci-fi's dystopian works is the existence of a totalitarian system of government in the story. This system is often run by a repressive leader or ruler. This also makes the totalitarian system (whether as a character, system, or state) will act as an antagonist that must be fought by the main character in the story. Just like in the real world, this system is told to tend to be corrupt, anti-humanist and repressive. Patterns like this are often directed at the Nazi regime under Hitler's control or the communist government which is considered a reflection of totalitarian and anti-democratic power. As for one thing that marks this totalitarian system is the existence of super tight supervision and control over all aspects of society by the authorities as seen in the following quote.

> "That's what you're thinking about?" I raise my eyebrows. "Tobias, they were watching us. Everything that happened, everything we did. They didn"t intervenes, they just invaded our privacy. Constantly." He rubs his temple with his fingertips. "I guess. That's not what's bothering me, though." I must give him an incredulous look without meaning to, because he shakes his head. "Tris, I worked in the Dauntless control room. There were cameras everywhere, all the time. I tried to warn you that people were watching you during your initiation, remember?" (Roth, 2013)

In conducting supervision, technology also plays an important role. As can be seen in the quote above, the sophistication of cameras has become an important instrument for these ruling groups to monitor all community activities without being limited by space. So that individual freedom becomes limited and even regulated by the authorities. This arrogance can also be seen by the existence of unilateral rules from the authorities that must be accepted and carried out by the community. Sometimes these rules are made as if they can benefit all parties.

> "To make it humiliating as well as torturous, the Capitol requires us to treat the *Hunger Games* as a festivity, a sporting event pitting every district against the others. The last tribute alive receives a life of ease back home, and their district will be showered with prizes, largely consisting of food.

> All year, the Capitol will show the winning district gifts of grain and oil and even delicacies like sugar while the rest of us battle starvation" (Collins, 2008)

Society under this totalitarian system will live under suffering and terror. Threats that could cost a person's life became commonplace. As the first quote shows that the ruling party is represented as a sadistic and inhuman government with its corrupt rules. People in the novel *Hunger Games* are forced to treat the deadly game like a festival celebration. Repressive actions and ironic rules that are contrary to human values like this will always be found in sci-fi's dystopian works. This also makes the government always used as an antagonist in the story as in the second and third quotes. The government stereotype, which is the party closest to power, is considered the most vulnerable party to abuse power and become totalitarian (Kaleta et al., 2020).

c. Technology and Power

In sci-fi's dystopian works the technology stereotype is no longer always positive. Technology in sci-fi's dystopian works will more often be found as a tool or facility to seize or maintain power which tends to be antagonistic. Unlike the case in sci-fi works that carry the spirit of utopia, narratives that touch on technology tend to seem to celebrate the presence of technology and modernization in society. However, this is no longer monotonous in sci-fi's dystopian works. Technology seems no longer in favor of human values. Even tend to be considered as the cause of chaos in the story. Readers will find narratives where technology is exploited and abused by antagonist characters who are usually represented by corrupt governments who have power. In the *Divergent* novel, this is represented by a group of scientists who carry out evil actions through the technology they created.

> "I am not a fool," says Jeanine. "A faction of intellectuals is no army. We are tired of being dominated by a bunch of self-righteous idiots who reject wealth and advancement, but we couldn't do this on our own. And your Dauntless leaders were all too happy to oblige me if I guaranteed them a place in our new, improved government." (Roth, 2011)

The stereotypes that are built in the story generally depict scientists who are futuristic but power-hungry, as seen in the quote above. A character named Jeanine Mathews who is the leader of a group of scientists intends to use her ability to exercise control over other groups. Advanced technologies will also be used to carry out these crimes. The pattern is always like that. In order to cover up his dirty intentions, the figure of the scientist carries out his crimes in the name of progressivity. For that, he will do everything to achieve this, including by destroying anything that gets in his way. The same thing can also be seen in the following *Maze Runner* novel.

> "I represent a group called WICKED," Rat Man continued. "I know it sounds menacing, but it stands for World In Catastrophe, Killzone Experiment Department. Nothing menacing about it, despite what you may think. We exist for one purpose and one purpose only: to save the world from catastrophe. You here in this room are a vital part of what we plan to do. We have resources never known to any group of any kind in the history of civilization. Nearly unlimited money, unlimited human capital and technology advanced beyond even the most clever man's wants and wishes." (Dahsner, 2010)

> "Not much to tell—happened a long time ago. The sun flares were completely unexpected and unpredictable, and by the time the scientists tried to warn anyone, it was way too late. They wiped out half the planet, killed everything around the equatorial regions. Changed climates everywhere else. The survivors gathered, some governments combined. Wasn"t too long before they discovered that a nasty virus had been unleashed from some disease-control place. Called it the Flare right from the beginning." (Dahsner, 2010)

In this novel, the collaboration between the government and scientists gave birth to an organization called WICKED. The goal is good, to save the survival of the human race, but the stereotypes that are built are still antagonistic because of their proximity to power which tends to be negative. In the second quote, it can also be seen how the cause of the chaos and crisis in the story was caused by a failed scientific experiment. Although often only briefly told, techniques play an important role in building the overall theme of the story.

Conclusion

The phenomenon of the popularity of sci-fi novels in the last decade proves that this genre is still very worthy of attention. Some claims to define genres that are still uncharted can certainly be the reason why it is important to offer alternatives in formulating or re-exploring the study of this genre. The writer can conclude that, by utilizing Cawelty's genre and study formula, popular novels such as *Hunger Games*, *Maze Runner*, and *Divergent* can be claimed as dystopian sci-fi novels. Although they still maintain the utopian sci-fi formula, these novels also bring new values that are found to carry the idea of dystopia. It was found that the imaginative background and alternative world, the use of technology and science, and the ideal expectations of the characters in the novel were still very clearly used in composing the story. On the other hand, the author also finds socio-political themes that tend to be dark and pessimistic, such as a future world in crisis, war, corrupt and totalitarian rulers who use technology and science, to the issue of revolution. These results confirm that established genres such as sci-fi, in their development, have undergone a transformation that successfully responds to the current cultural conditions of readers.

Of course, this research still has a lot of limitations. For this reason, the author suggests the need for genre studies with a more complex perspective in the future. Arbitrary claim to an existing genre can be the basis for conducting this study. However, analyzing a large number of works may be a challenge in itself to examine genres in literature.

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Algerian Nationalism in Novel *Ad-Dīwānu Al-Isbarṭiy* by ‘Abdu Al-Wahhāb ‘Aisāwiy: Post-colonial Literature Analysis

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Abstract

Algeria is one of the countries in the Arab region that experiencing French colonialism from 1830 to 1962. French colonialism in Algeria marked a major change in the relations between Europe and the Middle East. The civilizing civil mission brought by France resulted in the dominance of French language and culture in every aspect of the Algerians, which erased cultural norms and indigenous traditions that had been passed down by the entire generation. The colonization phenomena obtained by France against Algeria is recorded in the literary works produced by the Algerian writers. The novel *Ad-Dīwānu al-Isbārṭiy* by ‘Abdu al-Wahhāb ‘Aisāwiy is a literary work which describes the condition of the Algerians in the early days of the French occupation and struggles against the hierarchical power of colonialism in 1813-1833. The results of the research show that Algerian nationalism in the novel *Ad-Dīwānu al-Isbārṭiy* by ‘Abdu al-Wahhāb ‘Aisāwiy is formed in two rhetorics, there are the rhetoric of tradition and the rhetoric of development. Traditional rhetoric is represented in three ideas: religion, history, and popular practices. The rhetoric of development is represented through five ideas: the idea of modernity, the idea of science, the idea of rationalization, the idea of globalization, and the idea of gender. The rhetoric of tradition and rhetoric of development are presented as the basis for the formation of Algerian nationalism by flexing the bonds of difference and seeing the future of the colonized nation as a nation that can determine its own destiny.

Keywords: Nationalism, Postcolonial, Algeria, *Ad-Dīwānu Al-Isbārṭiy,* ‘Abdu Al-Wahhāb ‘Aisāwiy

Introduction

Algeria is one of the countries in the Arab region that has a long history of struggle. Before gaining independence on July 5, 1962, Algeria was ruled by the Ottomans for three centuries. After the Ottoman Empire, Algeria was ruled by the French and lasted for 132 years from 1830-1962 in Algeria (McDougall, 2017, p. 3).

The phenomenon of colonization and colonized areas is recorded in the literary works produced by the country's writers. Literary work is a fictional product produced by the colonized country in representing the many problems caused by colonialism and affecting the condition of the former colony, both during the colonial period and the post-independence period (Mahmudah, 2021, p. 1). Postcolonialism theory is based on Said's claim about the "East" discourse. Said shows that the political and economic colonization of Europe, especially in the Middle East, was accompanied by cultural colonialism such as the representation and definition of the East as “the Other” of the colonial society and culture. This is based on the assumption that "East" is not an original natural reality like the West but a creation(Said, 2001, pp. 7–8). Said defines colonialism as the result of imperialism, namely building settlements in remote areas (Said, 1996, p. 40). Imperialism and colonialism will have a very large impact on the controlled area such as domination of power. The dominance of power offered by the colonialists resulted in resistance by the colonized countries against colonialism which was called the spirit of nationalism. Nationalism can be said as an attempt to defend and defend the interests of the nation in self-determination. The issue of nationalism is considered important because it became one of the focal points of the colonized people in the rejection of imperial control (Ashcroft, 1995, p. 151). Historically, nationalism has served as the most powerful weapon to fight colonialism and to build a space for postcolonial identity (Tyagi, 2014, p. 45)

Nationalism can be seen as the initiation of acts of affiliation to gather diverse groups under a political, governmental, and economic symbol, namely a nation (Gilbert, 1998, p. 8). The idea of nationalism is one of the developments in the literary world because writers have the opportunity to appear as free and independent subjects. Novels, poems, and films subsequently became textual or cultural expressions of resistance to imperialist control.

The discussion of nationalism has been studied before, including Indonesian nationalism and nationalism in the Arab region, such as Egyptian, Yemeni, and Lebanese nationalism. Algerian nationalism using the postcolonial theory approach has never been done before. Algerian nationalism which is carried out through a postcolonial theory approach is expected to enrich the study of nationalism in Arab countries that have experienced colonialism. Among the literary works that represent the spirit of nationalism of the colonized people in the face of colonialism is the novel *Ad-Dīwānu al-Isbārṭiy* by ‘Abdu al-Wahhāb ‘Aisāwiy. The novel *Ad-Dīwānu al-Isbārṭiy* tells the life of the Algerians in the period 1813-1833, namely the end of the Ottoman Empire and the beginning of French colonialism in Algeria. The novel *Ad-Dīwānu al-Isbārṭiy* describes the exploitation carried out by French colonialism such as looting and various other forms of oppression. The oppression

by French colonialism against Algeria fostered a very strong spirit of nationalism and gave awareness to the Algerians to become a nation that can determine its destiny. Algeria's resistance is in the form of physical, critical, and psychological resistance.

Algerian nationalism in the novel *Ad-Dīwānu al-Isbārṭiy* by ʻAbdu al-Wahhāb ʻAisāwiy is described through two rhetoric, namely the rhetoric of tradition and the rhetoric of development. Thus, the problem in this paper is the rhetoric of tradition and the rhetoric of development in the process of forming nationalism in the novel *Ad-Dīwānu al-Isbārṭiy* by ʻAbdu al-Wahhāb ʻAisāwiy. It is hoped that this paper can enrich the study of nationalism through literary works in Arab countries that experienced colonialism.

Theory and Method

The theory that will be used to analyze the problem above is postcolonial literary theory. Postcolonialism is studies based on historical facts of European colonialism and the material effects of colonialism (Ashcroft, 1995, p 2). Simply put, postcolonialism can be understood as an impact of colonialism on culture and society. The study of postcolonialism positions itself as something that cannot be separated from the historical context that overshadowed the colonized nations. Postcolonialism theory explores further experiences, oppression, resistance, race, gender, representation, exclusion, migration, and differences related to their relationship with the West as colonizers in terms of history, philosophy, and other studies. Colonialism carried out by the West gave birth to impacts that have not been completed until now. People who have traces of colonialism have trauma that continues to participate in the process of forming their national identity. Postcolonialism is often defined as a temporal concept, namely the time after colonialism stops or after the independence of a country in escaping from the occupation of other countries. However, postcolonialism is a form of criticism of neocolonialism which has the involvement of colonialism discourse, power structures, and social hierarchies that have long-term effects on the cultural, social, linguistic, religious, and educational fields (Tomkins, 2002, p. 2). Lo and Gilbert mapped the field of post-colonial analysis in six aspects, namely language, history, nationalism, cyanosis, body politics or body politics, and place (place/space) (Gilbert, 1998, pp. 5–13).

Postcolonial literature can be defined as literature written by people who are currently or previously colonized which is written in various languages, not only in the language of the colonizers (Talib, 2002, p. 13). Postcolonial literature is defined in two senses, namely, (1) everything related to things that happened to the people and places colonized after colonialism ended, both positive and negative developments. In this sense, the postcolonial condition raises the question "what will the newly independent nation become?", (2) The mindset or state of mind of the colonized nation that is free from presumptions, attitudes, and language related to imperialism. Postcolonial means knowing that the attitude of the colonizer towards the colonized contains wrong assumptions in the fields of economy, political rules, and human nature (Matz, 2016, p. 149). Postcolonial literary theory relates to two literary

groups, namely *mā ḍahara fīd-duwalil-musta'mirah* 'literature that emerged in colonial countries' and *mā ḍahara fīd-duwalil-musta'marah* 'literature that emerged in colonized countries'. The first group is literary works that look at the inhabitants of colonized countries with a general picture that they are backward, weak, barbarian, and their language is mixed with meaningless chatter. The second group is a literary work that rejects the claims of the colonizers by reversing the colonialist's thinking about the colonized population from which an orientation called nationalism emerged (Abul-ʿAzm, 2015, pp. 13–14). Postcolonial literature will not be separated from colonial aspects, such as 'colonizers' and 'colonized' (Endraswara, 2013, p. 178).

The picture of colonized culture according to Lo and Gilbert is presented to bolster local support for nationalism which is the rhetoric of tradition and the rhetoric of development. The rhetoric of tradition is a backward-looking vision that calls on folkloric beliefs or practices and nations of origin to forge ties between the various people that make up the post-colonial nation (Gilbert, 1998, p. 8). The rhetoric of development is a forward-looking vision that posits the necessary independence from colonial control to achieve an autonomous identity (Gilbert, 1998, p. 8). The rhetoric of development is expressed in five ideas, namely the idea of modernity, the idea of science, the idea of rationalization, the idea of globalization, and the idea of gender.

The methods used in this paper are divided into two methods, namely data collection methods and data analysis methods. The method of data collection carried out in this study used the library method. The library method is a data collection technique by reviewing books, literature, notes, and various reports related to the problem to be studied (Sari, 2020, p. 43). The data collected in this paper are primary data and secondary data. Primary data includes data related to the rhetoric of tradition and rhetoric of development in the novel *Ad-Dīwān al-Isbarṭiy* by ʻAbdul Wahhāb ʻAisāwiy, both in the form of a dialogue between characters, narratives, and descriptions. Secondary data were obtained from books, articles, magazines, and reviews related to the history of Algeria and French colonialism in Algeria.

The data analysis method in this paper uses the dialectical method. The dialectical method is a method that describes the relationship between social factors contained in literary texts or literary reality with social factors contained in society or also called empirical reality (Sangidu, 2004, p. 28). Dialectics is also referred to as the reciprocal relationship between literary works and social reality. The idea of nationalism displayed in the novel *Ad-Dīwān al-Isbarṭiy* by 'Abdul Wahhāb ʻAisāwiy is then linked to the empirical reality or social conditions of Algerian society at that time according to historical records.

Findings and Discussion

Rhetoric of Tradition

The rhetoric of tradition is a backward-looking vision that calls on folkloric beliefs or practices and nations of origin to forge ties between the various people that make up the post-colonial nation (Gilbert, 1998, p. 8). The rhetoric of tradition found in

the novel *Ad-Dīwānu al-Isbārṭiy* by ‘Abdu al-Wahhāb ‘Aisāwiy consists of religion, history, and popular practice. The author mobilizes the logic of religion in the form of affirmation of the colonized culture that provides resistance to French colonialism through its characters. The religious logic displayed by the author in the novel *Ad-Dīwānu al-Isbārṭiy* is expressed in several forms, including the idea of God in life, position and position based on transcendent ideas, respect for religious values and symbols, and historical figures in Religion used as a mental reinforcement of the Algerians.

Religion

The idea of God in life is the highest support for the people of Algeria regarding their attitude to the reality of colonialism. The author mobilizes the logic of religion in the form of affirmation of the colonized culture that provides resistance to French colonialism through its characters as seen in the excerpt of the dialogue of Ḥammah as-Sallāwiy, an Algerian revolutionary youth who is being cared for by his parents at his home. Ḥammah as-Sallāwiy who was fighting against the French was injured and fell in the forest. After regaining consciousness, he asked the old man about what had happened to Algeria, to which the old man replied that Algeria had been conquered by the French. Ḥammah as-Sallāwiy groaned to Allah after knowing this. The groans and sadness that Ḥammah as-Sallāwiy displayed in relying on the disappointments she faced to Allah SWT. is an expression that shows that Ḥammah as-Sallāwiy always involves God in his life (‘Aisāwiy, 2018, p. 152). The idea of the divinity inherent in the people of Algeria as seen in the following quote shows the religious attitude of the Algerians. The people of Algeria are united on the same religious level by placing God at the highest level of their lives. The idea of divinity is present as the initial step that encourages the formation of nationalism of the Algerians. Belief in God's promises of victory brought a strong fighting spirit to the people of Algeria. This nationalism then fostered a desire to be free from the shackles of French colonialism.

The honorary is based on transcendent ideas, which are views of the colonized culture about the nature of positions and positions that are always associated with benefit or benefit in religious logic and are always associated with the ethics of leadership. This is as seen in the dialogue fragment which tells when Ibn Mayyār rebuked one of the Jews who sold the Algerians' grain to the French when at that time the situation in Algeria was on the verge of collapse. Then the Jew said that if the Pasha cared for his people he should have opened his grain storehouse for the people so that the people would not starve. The statement implies that the Pasha's high position as the owner of the territory is useless if it cannot provide benefits to the community. A leader should be someone useful for the benefit of people, becomes a good example for the people, and can provide a sense of security for his people (‘Aisāwiy, 2018, p. 58). A leader in the view of religion must be able to make the people friends because rank and position are things that have a responsibility and are selfless (Latifi, 2004, p. 103). The quote above shows that the pasha as the highest leader in Algeria at that time allowed his people to starve by not opening their grain supply. This shows that as the colonized, the people of Algeria believe that the position and position held by the leader not affect his rank in the

sight of Allah. The religious logic presented in this section seeks to flex the differences in the colonized cultural community in understanding the concept of position and position.

Respect for religious values and symbols is appreciating and glorifying all forms of religious values and symbols, especially in colonized areas. The French invasion of Algeria put a lot of pressure and abuse on the religious values and symbols of the Algerians as seen in the quote that tells of when Ibn Mayyār passed through an alley that used to be frequented by Algerians. Ibn Mayyār recalled that in the past it was a center for religious education. Many religious activities are carried out such as reciting *al-Bukhāri* and learn about *Muḥtaṣar Khalīlin* also *Risālah al-Qairawānī*. However, the mosque is empty with no one, like a French institution. Before the French controlled Algeria, there were a number of social agencies whose function was to funding the construction of religious and educational infrastructure(Muliati, n.d., p. 47). After France took control of Algeria, Islamic schools that taught interpretation of the holy Qur'an, astronomy, and arithmetic were replaced by implementing French-based education to assimilate Algeria, especially children in European civilization. France also removed Arabic and replaced it with the use of French as the language of communication for the Algerian people. The abolition of the Arabic language carried out by France indirectly led to the emergence of a sense of nationalism in Algerian society. As an ideological matter, language choice is a zone for making meaning where claims are made about ownership, hegemony, resistance, progress, liberation, and identity. Indeed, there is 'no blood' in it, but that does not mean the fight is not serious (Suleiman, 2013, p. 2005).

History

The historical expression in rhetoric in the novel *Ad-Dīwānu al-Isbārṭiy* is seen through the glorification of Algeria's past as a fertile and peaceful region, which can be seen in the quote that describes the state of the city of Al-Mahrusah after the French managed to control it. A lot of dust is flying, and the state of the city is dirty and not well taken care of. The destruction of houses by the French also became a common sight after the arrival of the French to Algeria. Every region of Algeria was ravaged and destroyed except for the Mabgha neighborhood which was a brothel. The peace and beauty of Al-Mahrusah could no longer be found before it was controlled by the French (‘Aisāwiy, 2018, p. 82). Colonialism produces self-identity at the expense of the colonized. The destruction of places of worship that are the historical heritage of Algeria's ancestors is an act of humiliating Algerian Muslims. France gradually created an environment that made it no longer feel foreign as an immigrant in the Algerian region and the end made the Algerians feel foreign in their territory (Naylor, 2000, p. 15). From the historical logic above, it can be concluded that French colonialism had a very significant direct impact on Algeria both in terms of social and political order. These significant changes have impacted social awareness to reclaim the territory they are very proud of. Awareness of the importance of having a safe area to live in (as before the arrival of the invaders) is the basis for the formation of nationalism.

Popular Practices

The populist practices are the tendency to maintain and maintain their traditions as a strategy for their efforts to free themselves from colonialism. Populist practices in *Ad-Dīwānu al-Isbārṭiy* can be seen in the local wisdom of the Algerians. Local wisdom is closely related to the culture of the Algerians, which reflects the way of life and tendencies of the colonized culture, maintaining and preserving ancestral traditions as an effort to free themselves from colonialism. This can be seen in the description of the atmosphere and daily activities of the Algerians before the French took control of Algeria. The activities of fishermen, children running around, and market streets bustling with traders and buyers, describe a warm and friendly atmosphere. Differences in occupations did not give rise to disputes among the Algerians. The quote above is a description of the freedom of the Algerians to do something, especially things related to their daily lives. However, these activities can no longer be carried out after the French took control of Algeria. The warmth described by the author in the novel quote above shows that all forms of activities carried out by children to adults are interconnected with each other without any dividing line between them which in the end strengthens the ties of brotherhood and affection among the people of Algeria (‘Aisāwiy, 2018, p. 74). The activities carried out by the people of Algeria before the entry of French colonialism formed a group based on equality of fate and territory. At this level, the people of Algeria are trying to unite the steps in the struggle against French colonialism. The formation of this group ultimately influenced the process of forming nationalism within the Algerians to fight colonialism and build their own identity space as an independent and sovereign nation without any intimidation or arbitrary treatment from the colonialists (Swananda, 2022, p. 56).

The rhetoric of tradition presented by the author in the novel *Ad-Dīwān al-Isbarṭiy* shows the tendency of people to look at the past. This can be seen from the perspective of the Algerians who tend to go back using the logic of religion, beliefs, glorification of their territory, and traditions inherited from their ancestors. This provides an opportunity to loosen the differences in ties and try to break down the boundaries that exist within the Algerian society to unite in the same order called the nation.

The Rhetoric of Development

The rhetoric of development is a forward-looking vision that posits the necessary independence from colonial control in order to achieve an autonomous identify (Gilbert, 1998, p. 8). The rhetoric of development contained in the novel *Ad-Dīwān al-Isbarṭiy* consists of the idea of modernity, the idea of science, the idea of rationalization, the idea of globalization, and the idea of gender.

Idea of Modernity

The idea of modernity is an idea that has links with western civilization both in terms of science, technology, and the socio-political order that is in direct contact with the natives in social contact between the colonizers and the colonized. This is found in a quote that shows the habit of the French people who like to take notes on everything they think is new. This gave a very large influence on France such as having its record of the ins and outs of Algeria such as population, division of territory, and so on. However, the people of Algeria do not try to record things that

they consider new. They just admire it and see it. The intersection of Algerian and French cultures seen by Ibn Mayyār in the quote is Ibn Mayyār's awareness as the colonized that France had a habit of writing earlier than Algeria. The writing culture of France gave Ibn Mayyār awareness of the importance of education in achieving freedom for territorial sovereignty (‘Aisāwiy, 2018, p. 206). The idea of modernity becomes the basis in addressing the problems of the colonized nation with a new perspective and strategy which will eventually produce new enthusiasm and results. The quotes above describe the various gaps felt by the Algerians towards French modernization and make Algeria unable to close itself off from all existing reforms. The awareness of the Algerians began to form, especially concerning to the rights they had to fight for, such as the right to become an independent and sovereign territory free from colonialism.

Idea of Science

The idea of science was born from the direct intersection of colonialism with modernity. The idea of science in the novel *Ad-Dīwān al-Isbarṭiy* can be seen in a fragment of a dialogue between Ibn Mayyār and a French official who served in Algeria. The conversation shows the breadth of Ibn Mayyār's insight as a native of French histories such as the French revolution and Napoleon's debt to Algeria. The French Revolution took place from 1789 to 1814. Several important events experienced by France such as the French Revolution and the French debt to Algeria were a description of events that shook the French political system at that time. The qualified knowledge makes France re-established as a country that can expand to regions other than Europe and this can be a benchmark for the importance of mastery of knowledge that is currently owned by the Algerian community as a whole. The two events above had a very big influence on the colonized people, in this case, Algeria, to be able to rise and become a unit that dared to face French colonialism. The knowledge and insight they have regarding major events facing the Europeans will evoke a sense of nationalism in Algerian society. In addition, through these major events, the people of Algeria can take lessons such as the political system, war tactics, and defense system of the Europeans to be applied in the fight against colonialism in the Algerian region. The idea of science is something that is very important and must be obtained by the people of Algeria as a colonized culture and is still far behind France. Ibn Mayyār's dialogue above represents a broad insight and knowledge is an absolute thing to have to create an independent nation. Science became mandatory for the people of Algeria to fight the French in an intelligent and educated way.

Idea of Rationalization

The idea of rationalization is an idea that focuses on the presence of reason in the actions of colonialism which became the initial basis for the formation of nationalism in the colonized society. This can be seen in the fragment which shows Ḥammah as-Sallāwiy telling his concern to Ibn Mayyār about the current state of Algeria. Previously Algeria was under the rule of the Ottoman Turks and now Algeria is under French rule (‘Aisāwiy, 2018, p. 222). Algeria is a geographical and ethnic part of the Maghrib. The Maghrib ethnic includes Libya, Tunisia, Algeria, Morocco, Mauritania, and the Sahara (Ulhak, 2016, p. 1). Algeria is also often referred to as

the Berbers. The Berbers are an indigenous tribe in North Africa and have existed since North Africa was ruled by the Romans. In the passage above, Ḥammah as-Sallāwiy shows his rational attitude in the form of his desire to make Algeria a region that is independent and free from the power of other nations, both France and the Ottoman Turks. This confirms the attitude of nationalism that grew in Ḥammah as-Sallāwiy after seeing Algeria being occupied by France and taking all the rights of its people. In addition, the idea of rationalization can also be seen in a quote containing Dībūn's comments when he spoke to Ibn Mayyār when he saw Ibn Mayyār tell his idea about a petition he wanted to convey to French officials. Dībun agrees that big ideas are needed if we want to change the world (ʻAisāwiy, 2018, p. 330). The quote illustrates the importance of war strategy and clever tactics to achieve the victory desired by the Algerians. The idea of rationalization offers a rational role for the colonized people in seeing and responding to every atrocity that France has committed against Algeria. This rationality became the basis for the growth of nationalism in every Algerian society.

Idea of Globalization

The idea of globalization is depicted through the awareness and insight of the colonized people that are global and worldwide. This can be seen in the quote that describes the figure of Ḥammah as-Sallāwiy, who is different from other youths in Algeria. When other Algerian youths are not interested in politics, Ḥammah as-Sallāwiy appears as a young man who has high nationalism and cares about Algerian political developments and criticizes everything that he thinks is inappropriate for the Algerians (ʻAisāwiy, 2018, p. 52). Ḥammah as-Sallāwiy is described as a patriotic young man who cares about Algerian politics and becomes the reinforcement of the birth of nationalism in the natives. The idea of globalization contained in the quote can be seen from the attitude of Ibn Mayyār who has different views from others regarding his resistance to French colonialism. Globalization that occurred influenced Ibn Mayyār's mindset to fight French colonialism in a new and different way. The idea of globalization became a reinforcement for the birth of the nationalist awareness of the Algerians to be released from the shackles of French colonialism. The idea of globalization arose because of the communication between the colonizing and the colonized which indirectly opened up the colonized insight into the world.

Idea of Gender

The rhetoric of development through the idea of gender is expressed by the author on the importance of the liberation of women from various patriarchal boundaries that shackle Arab women, especially in Algeria. Women are often marginalized as second-class citizens whose existence is not taken into account by those around them. This is as seen in the quote which shows that it was not only men who fought against colonialism. However, women also contributed to the fight against colonialism. This is a form of gender equality presented by the author and shows the attitude of nationalism carried out by these women. In addition, the presence of Dūjah and Lallah Sa'diyah as two female characters in the novel *Ad-Dīwānu al-Isbārṭiy* also represents the idea of gender with the support they gave to their husbands in

the face of French colonialism (‘Aisāwiy, 2018, p. 147). The freedom and independence of women both individually and in groups will be a breakthrough in the Eastern world that will result in equality between men and women to obtain the same rights including defending the homeland. This in the end formed an awareness of nationalism in the colonized people regardless of gender. The nationalism that is born will strengthen the foundation of the unity of the colonized people to gain freedom from colonialism.

The whole explanation above shows the awareness of the people of Algeria as a colonized nation to gain freedom through the idea of development. This can be seen from their awareness that they are starting to open up to western thoughts and are implemented in every activity they carry out such as the idea of modernity, science, rationalization, globalization, and awareness of the importance of gender issues in shaping nationalism as a fundamental thing in achieving freedom and sovereignty. As such, the rhetoric of development tends to define Algeria's future as something to behold.

Conclusion

The novel *Ad-Dīwānu al-Isbārṭiy* by ‘Abdu al-Wahhāb ‘Aisāwiy is one of the literary works that depict the life of the Algerians in the period 1813-1833. This life is described as an early struggle of Algeria against French colonialism which succeeded in controlling Algeria in 1830.

The idea of nationalism in the novel *Ad-Dīwānu al-Isbārṭiy* by ‘Abdu al-Wahhāb ‘Aisāwiy appears in two forms, namely the rhetoric of tradition and the rhetoric of development. The rhetoric of tradition displays the logic of religion, history, and popular practices. The logic of religion is expressed in several forms, including the idea of God in life, positions and positions based on transcendent ideas, respect for religious values and symbols, and historical religious figures used as reinforcement for the mental affirmation of the Algerians. The logic of history is expressed by the glory of the Algerians towards the Algerian region as a prosperous and peaceful region. Populist practices are expressed with local wisdom in the form of habits and daily activities carried out by the Algerians before the French succeeded in controlling Algeria. While the rhetoric of development displays several ideas, namely the idea of modernity, the idea of science, the idea of rationalization, the idea of globalization, and the idea of gender. Thus, the process of formation of Algerian nationalism that appears in the rhetoric of tradition and rhetoric of development as described by ‘Abdu al-Wahhāb ‘Aisāwiy in his novel *Ad-Dīwānu al-Isbārṭiy* is the starting point for the birth of the spirit of nationalism to be free from the shackles of French colonialism in Algerian society. The struggle against western colonialism continued until Algeria gained its legal independence on 5 July 1962.

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Heroism is Genderless: An Analysis of Feminism in Final Fantasy XIV: Endwalker

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Abstract

MMORPGs (massively multi-player online role-playing games) have been rampaging through our world ever since a long time ago, especially with the rise of World of Warcraft in the early 2000's. Final Fantasy XIV is currently one of the most popular MMORPGs in the world, with more than 35 million players subscribed to the game. A big part of why it is successful lies in its amazing story, including the story of the latest Endwalker expansion. This paper will discuss how a prominent character called Hydaelyn, is able to show that being a hero does not require one to be a male or to be a tomboy, but that a feminine hero who stays strong and true to her gentle but also firm character can also be a heroine of the world, saving it from the doom that only she herself can do. This notion will be supported with 3rd wave feminism theories which will show how her actions and appearance can show how a woman can also be a hero who everyone respects.

Keyword MMORPG, Feminism, Final Fantasy XIV

Introduction

Final Fantasy Franchise and the JRPG Genre

Online games have become one of the most common things people do for enjoyment in their daily life, especially during the pandemic, where online games provide a different method to meeting other people through a virtual world, in addition to the basic video calls and meetings. Final Fantasy XIV is one such game, where anyone may register and participate in the online world, where they can meet other people. Final Fantasy is a long-running Japanese role-playing game (JRPG) series

created by Hironobu Sakaguchi and published by SquareEnix in 1987 [Schreier, 2012].

Role-playing games is a genre of a gaming world in which the player of the game assumes the roles of a character in a fictional setting. Players take the role of a character that has an importance in the man-made world, either through literal acting or through a process of structured decision-making (Cover, 2014). In Japan, role-playing games do act similarly to this definition, although there are some notable differences as compared to most western RPG games. In most JRPG games, rather than implementing a self-insert type of games where players can make decisions that will impact the story moving forward, JRPG games choose a mostly linear-based storyline that focus on the bond between the characters, the character development of the protagonist or even all of the party members, as well as letting the player immerse themselves in the fictional, fantasy world of the game they have created (Classon, 2017). This specific way of storytelling and world-building often leaves the player experiencing an out-of-the-world and unique experience, with some stories often leaving the players finishing the game crying and choked with a lot of emotions, resulting in the game having a big impact on the player's mind for a long time.

This same method is also applied in Final Fantasy games, where the games often provide a fantastical world-building with a lot of endearing, enchanting characters that would steal the heart of many, or make some players roar in anger over the injustices of the world. The writers of the stories in Final Fantasy aim to create characters that would stay forever in the players' mind. One notable example of this is the main antagonist and protagonist of Final Fantasy VII, Sephiroth and Cloud, where they are still two of the most beloved characters even until now, when the franchise is preparing to launch the sixteenth major title of the game in 2023 (Hutchinson, 2012).

Each game iteration also introduces a whole new environment with a unique tale and cast of characters. So, despite the fact that all of the individual games are all named 'Final Fantasy' with a different number behind it, they all have a different story that has little to no correlation with each other, with the exception of a direct sequel to some games, such as Final Fantasy X-2 or Final Fantasy XIII-2, which are the continuations to both Final Fantasy X and Final Fantasy XIII, respectively. Final Fantasy has become a big gaming brand that publishes game after game, with the most recent one, Final Fantasy XVI, releasing in Summer 2023. (Parrish, 2022).

Games have been a passion of mine since I was but a little kid, huddling in front of a TV with a PlayStation controller in my hand. When I am feeling lonely, especially during the pandemic, online games have also allowed me to be able to meet a lot of people worldwide, and one such game is Final Fantasy XIV, a game that I have played for many years, with my game time for the game exceeding 4000 hours in total. Due to my interest in the gaming world as well as how Final Fantasy XIV has had a big impact on my life, I would like to write a paper analyzing about the story of the latest expansion of Final Fantasy XIV, and talk about how heroism, a theme that is prominent in the story, is genderless. In order to be able to discuss this topic, I would introduce the game as well as the franchise of Final Fantasy, as well as analyzing the story of the Endwalker expansion using the third wave's feminism theories, and other theories that will support this particular endeavor.

The majority of Final Fantasy titles are offline JRPGs, with Final Fantasy XI being the franchise's first prominent online game. Years later, Final Fantasy XIV, based on the online game concept from FFXI, was released to the public, but it failed spectacularly, leading to the game's closure not quite a year after its initial release (Sykes, 2012).

This failure, however, does not spell the end of FFXIV, and two years after its original poor release, they have opted to remake the game with a whole new director, Naoki Yoshida, and rename it Final Fantasy XIV: A Realm Reborn (Sykes, 2012). The name they've selected has a nice ring to it, implying that the game would be resurrected after the faults they made in the original game. Surprisingly, Final Fantasy XIV: A Realm Reborn was positively received by gamers after its debut, and has received a significantly better review than the game's original release in 2010.

After their success in the re-release of Final Fantasy XIV: A Realm Reborn, the game continues to flourish with more and more players joining in one of the most successful Massively Multiplayer Online Role-playing games, or more often called an MMORPG. They have earned the title of MMORPG after having a significant amount of player base in the game, with a lot of different servers and bases all over the world, including Japan, America, Europe, and the newest one, Australia.

MMORPG, while similar in the way of how a JRPG works as both are categorized as role-playing games, differ in the simple fact that MMORPG is an online game with a large player base, while a JRPG is, more often than not, a single-player offline game. In typical MMORPGs, players pay a monthly subscription to the game publisher who hosts the game and provides periodic content updates (Feng, Brandt, & Saha, 2007). This rule also applies to Final Fantasy XIV, where players pay a subscription fee ranging from $12 to $14 per month to SquareEnix in order to be able to play the game. With this kind of “rule”, it is certainly impressive that Final Fantasy XIV has managed to become a very successful MMORPG with more than 35 million players subscribed to the game as a whole (Nikita, 2021). Nowadays, the game has a total of four major expansions under their belt, which are Heavensward, Stormblood, Shadowbringers, and Endwalker.

A Brief Summary of the Story Up Until the Endwalker Expansion.

As the bulk of this paper will discuss the story in the Endwalker expansion, which is the latest expansion in the game that is released in December 2021. The story begins in one of the three cities the player, who is also the protagonist of the game, has chosen. Starting out as an adventurer, they discover that they have a special power called The Echo, bestowed by Hydaelyn, the goddess of the realm, which allows them to be able to glimpse into the past of a character, although the timing of it cannot be predicted or controlled. The player then proceeds to protect their city and then eventually the entirety of Eorzea–the country they are living in, from the Empire’s invasion, and is hailed as the Warrior of Light.

Shadowbringers is the latest expansion of the game before the launch of Endwalker, and lies the foundation of the story in which the Endwalker expansion takes place. The player and their friends are transported into another world, The First, in

order to save it from doom which will bring about the destruction of their own world. This expansion mainly focuses on the world and ambition of the villains that have been haunting their world and story from the beginning of A Realm Reborn, the Ascians. It has also been known that the Empire is also built by the Ascians, a being that are immortal and can only be defeated through brutal battle and searing their souls with the power of Aether. Emet-Selch, the main protagonist of Shadowbringers, differs greatly from the other villains as he is not violent from the get go, instead befriending the player and their friends as they journey through the new realm. Players then found out that the reason why their Ascians want to destroy their world is because the Ascian's own world was the original world of the entire thirteen realms combined into one. The realms that the players are living now are fractured pieces of the original world after Hydaelyn, the so-called goddess of the realm, sundered it into 13 different realms, which also sundered the souls of the living beings, rendering them weak and vulnerable to illnesses. In the original world, including the player themselves, they were all Ascians, immortal and powerful.

The Endwalker expansion delves deeper into the secret by traveling into the past, back to when the world was whole and meeting the people who would be the villains in the future.

Theoretical Framework

In this paper, I will be using the hero's theory by Frisk and the third wave feminism theory to analyze how heroism is genderless in Final Fantasy XIV: Endwalker. By using these two theories, I will be able to analyze how Hydaelyn, a prominent character in the game, is a hero even though she is a woman and a feminine person on top of that, and stays true to her character even until the end.

What is a Hero?

As the study of this paper would like to discuss how a hero is genderless–it is important to first find out what is the meaning of the word 'hero'. A hero is often related to a person who is a great man, someone with a unique talent, charisma, and willpower, and willing to help others even at the risk of injury or death, as they put a great importance in other people's lives and needs (Frisk, 2019). Based on this statement, it is clear that a hero is most often a male, as portrayed in many historical fictions and plays, such as Odysseus in Odyssey, or Perseus, the slayer of Medusa. They are also prominently portrayed as a male even in modern fictions, such as Harry Potter and Percy Jackson, or Iron Man, Captain America, The Hulk, Thor and many others in The Avengers. Even the Lord and God Jesus Christ himself, is also born a male. The word 'Hero' itself is predominantly used to address a 'male', while its counterpart, 'heroine', is more rarely used.

Third Wave Feminism Theories

Third Wave Feminism theories is a theory of feminism that has been established since a long time ago, but still have powerful impact on the people even until today,

and even become more and more popular among both men and women. Their aim is to show how femininity is not a weakness and that every woman has a choice to do what they want instead of having to conform to the ideals of the society, as well as including the stories and importance of 'power feminism', 'victim feminism', 'black feminism', and many others (Gillis, Howie, & Munford, 2004).

Analysis

How Final Fantasy XIV in General Shows That Heroism Can be Genderless

The first, most obvious indicator on how Final Fantasy XIV shows that heroism can be genderless lies on the players themselves. We, as the player, have the ability to choose the looks and specificities of the protagonist of the story, including the gender. While this may be an insignificant detail to some, it has to be noted that most JRPGs, including the Final Fantasy franchise themselves, notably have male protagonists. Some notable examples are Cloud from Final Fantasy VII, Yuri from Tales of Vesperia, Ichiban Kasuga from Yakuza: Like A Dragon, Adol in YS VIII: Lacrimosa of Dana, and many more. Having the freedom to choose the gender of the character, who will eventually become the Warrior of Light and Savior of Eorzea, already shows that Heroism can be genderless, and does not need to be locked down only to a specific gender.

What, then, that makes the protagonist, or the player themselves, as one of the heroes in the game? As Frisk has pointed out, a hero is a person who is willing to risk their lives in order to do the 'greater good' (2019), and this is exactly what the protagonist of the story does along the story of Final Fantasy XIV, risking their limbs in order to protect the world they are living in. This alone shows the qualities of a hero. Frisk also told how a hero is someone with a unique talent or abilities (2019), and this is also an advantage that the protagonist has, with the power of the Echo that they wield. Precious and with only a select few chosen by Hydaelyn herself, the power of the Echo is a unique ability that not everyone can have. This uniqueness that allows the protagonist to be able to do great things also allows them to be hailed as heroes of Eorzea.

However, aside from the protagonist themselves, there is also another prominent figure that starred in Endwalker, the latest expansion of Final Fantasy XIV, which is Hydaelyn herself. In order to show how Hydaelyn shows heroic traits and can be seen as a character who supports the idea that Heroism is genderless, we have to first discuss about the feminism theories, specifically, the 3rd Wave Feminism theories.

The reason why I am using the theories of Third Wave Feminism in this paper is because of the simple fact that Final Fantasy XIV: Endwalker is first released during the age of when the world has starting to be more accepting compared to before, with the existence of LGBTQIA+ people, for one example, has been widely accepted by a lot of countries. This specific timeframe is also when Third Wave Feminism has become more and more popular, with their aim being a proliferation of feminine subjectivities and multiplying forms of feminist affiliation including

'power feminism', 'victim feminism', 'black feminism', and many others (Gillis,. Howie, & Munford, 2004).

So, what is the correlation between Hydaelyn and the Third Wave Feminism theories? In the previous expansions before Shadowbringers, she is known as the Goddess of the World, the one who bestows the Echo to her chosen champions, and the goddess that the Ascians want to kill out of malice to have their own God, Zodiark, be reborn. In Shadowbringer, however, it is revealed that she is no Goddess but only a Primal, a being summoned through the will of human beings who are desperate. As the protagonist has been hunting wild Primals who seek to destroy the world and even mind-controlled their own summoners, this revelation immediately casts doubt on her being, even the protagonist has doubted her, that she is not a benevolent goddess trying to guide her champions, but instead a manipulator who want the protagonist to do her bidding. A lot of questions, understandably, have blossomed. Why did she sunder the world into thirteen different shards? Why did she portray herself as a goddess to human beings? Why did she choose the protagonist, of all people, and protect them from danger that could have taken their lives had she not protected them?

A hero, or heroine, in this regard, is defined by their actions, but not actions alone. In fact, a hero's aim and goals are as important as any for one to name a person a hero (Edwards, 1979). Casting doubts on Hydaelyn's motive, definitely hurts her title of a 'hero', as she is now not seen as a savior and goddess of the world anymore, but rather a Primal which might have manipulated the protagonist into doing her bidding. Players then start to cast their gaze on the supposed villainous god instead, Zodiark, especially on the light of the fact that the defeat of Zodiark in Hydaelyn's hands has caused the world to be sundered into thirteen realms, including Zodiark himself as well as all living beings on earth, making them no more of an immortal but a mortal being vulnerable to disease and death. Players then start to wonder, especially before the launch of Endwalker expansion, whether the game would twist Hydaelyn into a villain, and choose the cliche storyline of many JRPGs by making Zodiark, a male villainous god, the hero of the story instead.

However, with the arrival of the Endwalker expansion, it is proved that Hydaelyn is, in fact, not a villain after all. She sunders the world in order to protect and prepare them for the outer danger that none but her knows, and even sacrificed her life in order to prepare the hero to battle the danger that would kill all of humanity if left alone. Her heroic actions in the expansion definitely fits the bill for Frisk's definition of what makes a hero.

A Feminine Person Can be a Hero, Too

So, what makes Hydaelyn's actions and personality show that heroism can also be a female, aside from the fact that she is a woman herself? First, is her appearance. Third wave feminism also supports the idea that femininity is not a weakness, but rather, a strength (Bludgeon, 2011). She is a beautiful, stunning woman that looks very feminine. Her long, wavy white hair encompassed her small, milky face without any blemish or scar. In her Hydaelyn and Goddess form, she has white wings on her back with a silver, skimpy armor covering her breasts and hips. Her whole appearance screams of femininity, without an ounce of masculinity visible.

Her appearance alone is trying to show that the writers of the game are not ashamed to show the players that Hydaelyn is a woman in every single way of her appearance. She is graceful and feminine, but can still stand tall as a heroine that managed to save the world from an unprecedented doom. This aligns well with third wave feminism's theory that femininity is not a weakness. Previous waves of feminism is convinced that femininity is a weakness that can make a woman look weak, and that being a tom-boy is seen as stronger (Bludgeon, 2011). However, Hydaelyn in Final Fantasy XIV: Endwalker clearly shows that being feminine is not a weakness, and a feminine woman can still reach higher heights even if she looks feminine and does not have any hints of masculinity in her body.

Hydaelyn also handles everything with grace and logic, with none of the viciousness or rage that a lot of other characters have in Final Fantasy XIV. Even when the protagonist doubts her motives, she still stays calm and composed, even apologizing and understanding why the protagonist has come to doubt her so. This also aligns with the theory of the third wave feminism, which is similar to the previous one. Viciousness and revenge are both traits that are often considered strong and would be able to lift up a woman who are often overlooked into the higher stage (Gillis, Howie, & Munford, 2004). Her actions and behavior shows that being a hero does not always require viciousness and killing others, like a lot of superhero movies do in his or her actions, killing their villains and those who doubt them without mercy. Hydaelyn shows that being a heroine, just like the third wave feminism theories has stated, has nothing to do with having to become fierce and vicious. A gentle touch and kindness can also do wonders, as she has shown in FFXIV: Endwalker.

The last correlation that can be found between Hydaelyn and the third wave feminism is the fact that with both her personality and looks combined, she has directly challenged the traditional concept and meaning of what makes a hero, as well as a strong woman. Third wave feminism's design is to challenge traditional notions of identity and to create ambiguities, divergences, and different ways of thinking (Renegar & Sowards, 2009). By directly displaying herself as a gentle and forgiving woman that also looks extremely feminine, Hydaelyn has succeeded in challenging the stereotype on how hero has to be vicious and unforgiving to the villains, and how strong women had to be masculine and do things that a lot of men do; aside from looking like a tomboy, but also does not display gentleness but instead viciousness.

While it is true that Hydaelyn is not the protagonist of Final Fantasy XIV, or even the Endwalker expansion, she had taken up a very important role, as the guiding hand of the protagonist since their start of the journey as an adventurer without a title to their name. Aside from that, she is also the only person who knows of the looming threat for humanity, and thus that is the reason she did everything that she does; from hiding the fact that she is not a goddess, sundering the world into thirteen different realms, as well as turning her back on her people, the Ascians. Her character sets a bright example of what a hero can be; outside from all the stereotypes surrounding them. Simple: just be yourself, and help the world. There is no need to give in to the pressure that a strong woman should act a certain way; whether it be looking tomboyish or having to be physically strong. There is also no need to give in to viciousness and eliminate all the villains in the world. A hero, or heroine, just

like Hydaelyn, is someone who stays true to themselves, and helps the world the way they only can do.

Conclusion

The concept of hero has always been blurry, with stereotypes surrounding it, especially with the abundance of stories circulating about a hero saving the world for kids and young adults alike. By analyzing Hydaelyn's characteristics from the game Final Fantasy XIV: Endwalker, it is safe to assume that a hero is not bound by any specific characteristics that a person must have.

Analyzing the character of Hydaelyn and the storyline of the game using the theory the Third Wave Feminism, we have found out that Hydaelyn has directly challenged the stereotypes circulating around what a hero and a strong woman should be, both in personality traits and how she looks. With her gentle demeanor and feminine physical attributes, Hydaelyn has successfully and single handedly saved the world from a certain doom, becoming the heroine of the world, even though not all may know her true story. She shows that to become a hero and a strong woman, one does not need to conform to the ideals that the society has created, but instead only have to be themselves and save the world in the only way they can.

Hydaelyn has successfully shown how a hero like her is unique, but still succeeded in her goals and aims of saving the world without the need of viciousness of brutality that may be found in a lot of heroes that may kill the villains without any mercy and cut down their doubters without a second of hesitation. She shows the players of Final Fantasy XIV what it truly means to be a hero, to stand up for what she believes in, as well as keeping strong in her stance even when the whole world has started to doubt her.

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Speech Act Analysis In Indra Kenz Tiktok Video

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Abstract

This research was motivated by the news about the publication of Indra Kenz's book with the title entitled many netizens talk about, namely "Terlahir Miskin = Privilege". This was widely discussed at the beginning of 2022 because the title of the book caused a stir among netizens. Based on the background of the research, it encourages researchers to examine the use of the language spoken by Indra Kenz in uploading videos on his personal Tiktok account which contains a clarification of the book. This study aims to (1) describe the form of illocutionary speech acts in Indra Kenz's Tiktok video uploads, (2) describe the types of illocutionary speech acts in Indra Kenz's Tiktok uploaded videos. The data in this study were analyzed using a theoretical approach, namely pragmatic theory. The method used in this research is a descriptive research method. The data described in the form of speech in the video uploaded by Tiktok Indra Kenz which was analyzed using qualitative analysis. The data collection techniques used in this study were listening to speeches, recording speeches, conducting analysis and discussion, and finally making conclusions. The results of this study indicate that the speech in the video upload is included in the form of illocutionary speech acts which are found in the form of declarative, and imperative. Then the types of illocutionary speech acts found are expressive, assertive, and directive speech acts.

Keywords: Illocutionary, Speech Acts, Tiktok

Introduction

Humans are social creatures who interact with each other. This interaction can be done by communicating orally and in writing. Oral communication in the context

and situation requires certain strategies to get the expected communication results. Consideration of the speaker's use of language to achieve desired results and the listeners' ability to infer intended meaning from what the speaker has said is known as a study of speech acts (Dibdyaningsih & Chakim, 2019). In communicating, of course, it cannot be separated from speech acts. Speech acts are the study of pragmatics, speech acts are actions that are displayed through speech.

Speech actions can be presented in a variety of ways in everyday life. In other words, discourse is not limited to a single speech act but may be modified by additional speech actions. Speech act may be defined as the smallest unit of language communication that serves a purpose by displaying individual symptoms, is psychological, and its continuation is dependent on the speaker's capacity to generate a phrase in accordance with his circumstances. The meaning of a conversation is determined by the speech act in the discourse. However, the single speech act does not define the meaning of a discourse.

According to J.L Austin, speech acts are the theory that examines the influence of an utterance in the interaction between the speaker and three types of speech actions: locutionary acts, illocutionary acts, and perlocutionary acts. In brief, a speaker generates locutionary actions or the saying while speaking a phrase; his cat in making the speech is termed illocutionary acts, and the impact of his saying on the hearer is called perlocutionary acts. The most significant thing in speech act is the message that speaker wants to convey. It means when using language is not only produces a sentence but also perform an action. Speech acts have a lot of significance. One of the brief speech forms that was crucial to the teaching and learning process was the representative act. Representative speech actions are the ones that make it clear whether the speaker believes something to be true or not. For example: to state, to imply, to brag, to moan, to assert, and to report

Online communication is currently widely used by various groups, from young to old age. Everyone uses online communication. Online communication is the process of transferring information from person to person through the internet network. The information conveyed also varies, not only communication between relatives but between celebrities and their fans or strangers with other foreigners. Communicating via online does not require people to know each other. Nowadays a lot of information is conveyed through short videos, as well as long ones. However, people will prefer if the duration of the video that conveys information is short because it doesn't take a lot of time for them to get the information.

Social media is no longer only available to a few people. Almost all the majority of people from various circles use social media, whether it is used as a means of communication, getting information, trading, and others. Social media in the form of online videos that are in great demand by netizens, especially Tiktok.

Tiktok is an example of social media that contains short videos with a maximum of one minute of video. Tiktok itself has become controversial, namely with the blocking by the Ministry of Communication and Information on the grounds that Tiktok produces negative content, especially for children. However, during the 2020 Covid-19 pandemic, Tiktok became crowded with people. (Mardhani., et al, 2021) stated that Tiktok users at the end of July 2020, there were at least more than 30 million people in Indonesia who used the Tiktok application. Now Tiktok is not only used as a social media for uploading videos, but can be used for promotion,

trading, conveying information, showing off wealth and many other content that can be found on Tiktok.

Tiktok's very diverse videos make many people do their creative activities to create content that gets a lot of views, gets lots of likes and can even enter *FYP*. *FYP* or For You Page is a tab that contains a collection of videos that are 15 seconds to three minutes long, which appear on the TikTok timeline. You could say FYP is the home page of this social media.

The advantage of the Tiktok application is that it is easy to use as well, it does not require creating an account to watch videos on Tiktok. Tiktok can be used by all ages, from children to adults though. Therefore, there is a need for parental supervision for children accessing Tiktok. The features available in Tiktok also vary, from being able to watch videos, upload videos, promote products, even now you can sell and can also shop directly on Tiktok. That's what makes Tiktok liked by all circles, even with us diligently uploading Tiktok videos we can make money. Tiktok can be a new livelihood these days.

Tiktok videos that contain showing off wealth are very common, one of which is by an account user named Indra Kenz. Indra Kenz alias Indra Kesuma is a Tiktok user whose video content shows his wealth by showing off and using inappropriate speech. Indra Kenz is one of the Binomo affiliates. Binomo is an online trading platform. This platform provides a wide selection of trading assets. Meanwhile, Binomo affiliates are individuals who are in charge of promoting businesses in the application. Affiliates can earn if they succeed in attracting new people to invest in Binomo. And Indra Kenz is one of the successful Binomo affiliates, but currently Indra Kenz has been detained and secured by the police for violating the multi-layered article, namely Article 45 paragraph (2). Article 27 paragraph 2 and or Article 45 A paragraph (1). 28 paragraph 1 of Law Number 19 of 2016 concerning Amendments to Law Number 11 of 2008 concerning Information and Electronic Transactions. Not only that, Indra Kenz also violated Article 3, Article 5, and Article 10 of Law Number 8 of 2010 concerning the Prevention and Eradication of the Crime of Money Laundering (TPPU), Article 378 of the Criminal Code as well as Article 55 of the Criminal Code (reported from the Kabar24bisnis.com)

Pragmatics is a branch of linguistics that deals with and examines the meaning that has been conveyed by the speaker or speaker which is then interpreted and understood by the speech partner or listener. Thus, pragmatics has more to do with the analysis of what is meant by utterances, rather than what is meant by words or phrases. According to Koutchade (2017: 226) what is meant by the study of language pragmatics is a study that investigates aspects of meaning that exist in speech, not those derived from the formal nature of the words or constructions in the sentence. But the investigation of the meaning in speech is by looking at how the utterance is used or used and how it relates to certain contexts in pragmatic studies.

Speech act is a theory that analyzes an action performed through speech (Yule, 1996). Due to writers like J.L. Austin's sense of discontent, speech act theory emerged in the middle of the 20th century. According to Austin (1962), speech acts are the activities made during speaking. According to the three levels of analysis proposed by the speech act theory, an utterance's production involves a series of actions. The many speech acts demonstrate a variety of roles, including factual

information, informed information, manner, flattery, and intercommunication. Searle (1969). Speech acts are divided into three types, namely locutionary acts, illocutionary acts, and perlocutionary acts. The closest thing to what is traditionally understood as "meaning" is locutionary act, which is basically equal to saying a particular sentence with a certain sense and reference. second, an illocutionary act like a warning, an undertaking, a command, etc. Thirdly, a perlocutionary act involves speaking anything with the intention of convincing, persuading, discouraging, or even surprising or deceiving someone.

Then this study focus on illocutionary speech acts, because the researchers wants to analyze whether there are speech intentions conveyed by Indra Kenz in the Tiktok video. Then speech acts can be categorized into five categories, namely directive, assertive, commissive, expressive, and declarative (Searle, 1979). Human speech acts can be expressed through both oral and written media. In oral media, the party who performs the speech act is the speaker (speaker) and his partner (listener), while in written media, the speech is conveyed by the author (speaker) to the interlocutor (reader). Tarigan (2015) suggests that pragmatics is not only limited to spoken language, but includes written language. Therefore, speech acts can occur in any medium that uses language.

The choice of pragmatic studies as the theoretical basis in this study because according to the researchers after reading and understanding about pragmatics, it was in accordance with the theme of this research. Pragmatics is thought to be the study of language use in specific communicative contexts or situations of necessity. It would require knowledge of the message being communicated or the speech act being performed; the participants involved; their intention, knowledge of the world, and the impact of these on their interactions; what they have taken for granted as part of the context; the deductions they make on the basis of the context; what is implied by what is said or left out; and what they have taken for granted as part of the interaction. Pragmatics studies how language is used by humans to communicate and understand each other. In addition, the researcher chose speech act theory as the research knife in this study because the use of language as a medium of interaction and communication in Indra Kenz's Tiktok video with his followers contains a lot of illocutionary speech acts. Because the words contained in the video became a conversation so that it went viral. Therefore. With the above background, the researcher is interested in examining one of Indra Kenz's Tiktok videos to understand more about the forms and types of illocutionary speech acts in the Tiktok video.

Some of the results of previous research conducted by (Sagita & Setiawan, 2020) regarding *Tindak Tutur Ilokusi Ridwan Kamil Dalam 'talkshow insight' di CNN Indonesia (the form and type of illocutionary speech acts of Ridwan Kamil in the 'Insight talkshow' at CNN Indonesia)*. In this study, there were two results including the following, first, the forms of illocutionary speech acts found in the form of declarative, imperative, and interrogative. Second, the types of illocutionary speech acts found are assertive, directive, commissive, and expressive. Then another study was carried out by ('Afiif et al., 2021) entitled *Tindak Tanggapan Dalam Gelar Wicara Video "Coklat Kita Humor Sufi"*. In this study, it resulted in a response action strategy that occurred in the form of (1) criticizing, (2) convincing, (3)

surprised, (4) agreeing, (5) clarifying, (6) blaming, (7) explaining, and (8) advise. The response strategy is dominated by direct explanation. Subsequent research conducted by (Faroh & Utomo, 2020) entitled *Tindak Tutur Ilokusi Dalam Vlog Q&A Sesi 3 Pada Kanal Youtube Sherly Annavita Rahmi (Analysis The Act Of Speech Ilocution Vlog Q&A Session 3 In Sherly Annavita Rahmi's Youtube Channel)*. From the results of data analysis, it was found that there were five types of illocutionary speech acts used by speakers, including: (1) assertive speech acts stating, showing, expressing opinions, speculating, and mentioning; (2) the directive commands, asks, suggests, invites, orders, and urges; (3) expressive thanking, criticizing, and congratulating; (4) commissive offer and (5) declarative decide. Then further research was carried out by (Widayanti & Kustinah, 2019) entitled Pragmatic Analysis on the Function of Speech Acts in Films by Walt Disney. In this research, it produces speech acts in the form of representative speech acts, expressive speech acts, commissive speech acts, and directive speech acts.

From some of these studies there are similarities and differences to the research conducted. The similarity of this research with previous research is to use the theory of speech acts, especially illocutionary speech acts by looking for the form and type of speech acts. Then the difference between this study and previous research is the object of the research which analyzes Indra Kenz's speech in one of his videos uploaded on Tiktok social media. The novelty in this study lies only in the data source, namely Tiktok social media and the object of the research, namely Indra Kenz's speech which was analyzed pragmatically. The formulation of the problem: 1) What is the form of illocutionary speech acts in Indra Kenz's Tiktok video upload? 2) What are the types of illocutionary speech acts in Indra Kenz's Tiktok uploaded video?

Theory and Method

Pragmatics

Pragmatics is a field of linguistics that studies the relationship between phonetic functions (reciprocity) and the form (structure) of sentences that express phonetics (Rustono, 1999 p. 4). Wijana said that pragmatics is a branch of linguistics that studies the structure of language externally, namely the use of language units in communication (Kentary et al., 2016, p. 63). Meanwhile, Levinson revealed a more detailed definition of pragmatics, namely the analysis of the relationship between language and context, which became the basis for comments or reports on language understanding. In other words, pragmatics is the study of the ability of language users to connect and align sentences and contexts correctly (Astuti & Retnosari, 2016, p. 716).

Speech Act

(Puspitasari, 2020, p. 80) suggests that speech acts are actions that are shown through words. This is in line with Searle's opinion regarding the meaning of speech acts supported by Chaer showing that speech acts are individual symptoms, in essence psychological actions, their continuity depends on the speaker's language

ability in dealing with certain situations (Sukmawati, 2020, p. 11). John R Searly's research in his book "*Speech Act: Philosophy of Language*" shows that in the practice of using language there are three kinds of speech acts, namely (1) *locutionary acts*, (2) *illocutionary acts*, and (3) *perlocutionary acts* (Jahdiah, 2020, p. 3). Austin (Sukmawati, 2020, p. 11) classifies speech acts into three classifications, namely locutionary, perlocutionary, and illocutionary speech acts.

1. Locutionary speech acts

Locutionary speech acts are propositional actions that are in the category of saying something. The form of locutionary acts are utterances that contain statements or about something. Leech (Sukmawati, 2020, p. 12) suggests that this kind of speech act is more or less equivalent to an utterance sentence that contains meaning and reference.

2. Perlocutionary speech acts

Perlocutionary acts are more concerned with results, because it is hoped that what the speaker conveys can be applied by the speech partner. If this can be done by the speech partner, then the speech act is successful. So, the perlocutionary speech act is the influence of words on the interlocutor, so that the speech partner takes action according to the content of the speech (Sukmawati, 2020, p. 15).

3. Illocutionary speech acts

Jahdiah reveals that illocutionary acts other than functioning to say or tell something, illocutionary speech acts are also used to do something (Jahdiah, 2020, p. 3). While Moore (Sukmawati, 2020, p. 12) states that illocutionary acts are real speech acts that are formalized through speech, such as promises, statements, and warnings.

Searle (Leech, 2011, pp. 163-166) argues that illocutionary speech acts are divided into five criteria, including:

1. Assertive Speech Acts

Assertive speech acts has the intention to convey something related to the truth of the preposition or statement expressed. Examples are expressions that say accept or reject, propose, complain, express opinions, report, admit, show, testify, speculate, and mention (Rachmawati, 2018, p. 5).

2. Directive Speech Acts

Directive speech acts can also be called impisiotive speech acts, namely speech acts intended by the speaker so that the speech partner performs the actions mentioned in the speech. The form of directive speech acts consists of six categories, namely orders, requests, advice, criticism, invitations, and prohibitions (Oktavia et al., 2020, p. 398).

3. Commissive Speech Acts

Commissive speech acts are speech acts that bind the speaker to carry out the things mentioned in the speech, such as promising, swearing, threatening, and offering. This speech act can be an effective means of communication, which can

make the speaker full of confidence in the value of the truth conveyed, so that the speaker can take the action expected by the speaker. (Habiburrahman et al., 2020, p. 6).

4. Expressive Speech Acts

Expressive speech acts is a speech act used to express emotions and attitudes, such as apologizing, thanking, congratulating, praising, and criticizing.

5. Declarative Speech Acts

Declarative speech acts are speech acts that aim to determine things that can be stated between agree, disagree, right and wrong, such as approval, decision, cancellation, giving, forgiveness, and forgiveness.

As we know, in the description of speech acts, the form of illocutionary speech acts can be seen through the sentences uttered. Sentences are divided into news sentences (declarative), interrogative sentences (interrogative), and imperative sentences (imperative). The three sentences in Nadar (2009:71) will be reviewed as follows:

1. Declarative

A declarative sentence or commonly called a news sentence is a sentence whose contents tell something to the reader or listener. News sentences can be in the form of active, passive, and so on, but all of them intend to preach something. Something that is reported to the speech partner is the disclosure of an event or an incident (Rahardi, 2005: 75). In Indonesian, declarative sentences can be direct speech or indirect speech.

2. Interrogative

Sentence which is also usually called an interrogative sentence is a sentence that asks something. The interrogative sentence means to ask something to the hearer. In other words, if a speaker intends to know the answer to a thing or a situation, the speaker will speak using interrogative sentences to the speech partner.

3. Imperative

Command sentence or imperative sentence is a sentence whose meaning gives an order to do something. Imperative sentences contain the intention of ordering or asking the interlocutor to do something as the speaker wants. Rahardi (2005:77) also adds that in Indonesian, imperative sentences can range from very harsh or harsh orders to very subtle and polite requests.

This type of research is a descriptive research. In this study, the data sources used in the form of video uploads in the Tiktok @Indrakenz account are analyzed naturally and as they are. This study aims to describe the speech acts in the video uploaded to the @Indrakenz account which is his personal Tiktok which contains a clarification of the book. This research was designed descriptively and focused on the use of Indonesian speech acts. This method is seen by Bogdan and Taylor as a research procedure that produces descriptive data in the form of words, both oral and written (Moleong, 1993: 3). The data in this study were analyzed using a

theoretical approach, namely pragmatic theory. Pragmatics theory is a branch of linguistics. Pragmatics is a linguistic science related to the use of language (Levinson, 1983). The data described in the form of speech in the video uploaded by Indra Kenz's Tiktok which was analyzed using qualitative analysis. The data collection techniques used in this study were listening to speeches, recording speeches, conducting analysis and discussion, and finally making conclusions. The results of this study indicate that the speech in the video upload is included in the form of illocutionary speech acts which are found in the form of declarative, and imperative. Then the types of illocutionary speech acts found, namely expressive, declarative, and directive speech acts.

Findings and Discussion

The results of the study show that there are 11 forms and types of illocutionary speech acts in Indra Kenz's clarification video on his personal Tiktok account, which include: first, there are two forms of illocutionary speech acts, namely declarative and imperative. Second, there are three types of illocutionary speech acts, namely assertive, expressive and directive. Based on the focus of the study, the overall results of the study show that there are forms and types of illocutionary speech acts that can be seen in the speech spoken by Indra Kenz in the Tiktok video upload to his personal account regarding the clarification of the title of the book that will be released. The communication created between the speaker and the speech partner contains different forms according to the type of speech. It is the speaker's utterance that shows the intent of his utterance to the hearer. That way the speech partner can capture the intent or function of the speaker's speech when communicating. The speech act itself is a sentence utterance to state that the speech partner can accept the intent of the speaker (Kridalaksana, 2009:191-192). That way it can be said that in a sentence, speech acts can see their shape and can be understood by the listener or the interlocutor.

Forms of Illocutionary Speech Acts

1. Declarative
   (1) "*Thank you banget buat kalian semua yang sudah membuat terlahir miskin= Privilage jadi rame banget, perbincangan semua orang, di post Lambe Turah, Influencer, dan juga masuk ke media-media besar*"

Speech (1) is classified in the form of declarative speech, because the speech can provide information to citizens. The declarative utterance is included in the expressive type, because the speaker gives information to the interlocutor or the citizen thanks to the netizens' conversations on social media about the title of the book that will be released, and is widely discussed and even reported by the big media. From the data above, the information in question is about the title of an interesting book for netizens to discuss. The utterance can be seen from several

aspects, such as in terms of facts which inform that the title of the book has been widely discussed. In terms of the form of the speech, it is marked by the intonation of the tone that tends to feel grateful and there is a pause at the end of the sentence. Meanwhile, in terms of content, the speech contains information that was conveyed by the speaker to the interlocutor that at that time he felt very grateful and felt proud because the book that had not been released was already widely discussed by netizens. From some of these aspects, it can be concluded that the speech is a declarative speech.

2. Imperative

(2) *"… tapi ketika kalian baca buku ini, kalian akan paham kenapa gua kekeuh dan bersikeras kalau terlahir miskin itu privilege."*

Speech (2) is classified in the form of imperative or command speech because the speech contains the speaker's orders to the citizens as speech partners. From the data above, the intended command is to read the book "Terlahir Miskin = Privilege". The imperative form of speech is included in the type of directive, because the speaker asks the netizens to read the book and only then can understand why the book is entitled "Terlahir Miskin = Privilege". The speech can be seen from several aspects, such as in terms of the tone of speech which is characterized by low tones such as pleading and commanding. In addition, in terms of content, which contains instructions from Indra Kenz as a speaker to listeners, especially netizens who are discussing the book, in order to understand the contents first, so that they can comment not only on the title of the book but also on the contents of the book. From some of these aspects, it can be concluded that the speech is an imperative speech.

Types of Speech Act

1. Assertive speech acts

Assertive speech is speech that informs or explains something and does not expect any comments or responses. Based on the results of the study, found examples of assertive speech as follows.

1) "*Setelah satu tahun buku ini rampung dan siap untuk dirilis*"
2) "*Sebelum dirilis ke public gue akan lelang buku ini dan seluruh hasil lelagnya akan didonasikan*
3) "*Setiap hari kita rutin memberikan makanan gratis dan kebutuhan sekolah*"

Data analysis: The three speeches above are examples of assertive speech. The contents of the above utterances are concise and clear and only ask the listener to pay attention. The speaker in conveying the utterance only intends to provide information on events or events.

2. Expressive speech acts

Expressive speech acts are intended to express or show the psychological attitude of the speaker to a situation. Based on the results of the study, found examples of expressive speech as follows.

1) *"Terserah sih kalo kalian mau bilang gue bego, tolol, maksain pendapat yang salah*"
2) *"Gue kekeh dan bersikeras"*
3) *"Orang kaya tapi tolol"*
4) *"Terserah bebas, itu hak kalian"*

Data Analysis: Expressive speech acts in these four data with criticizing indicators are characterized by the presence of speeches from speakers in the form of criticism or responses accompanied by descriptions and considerations of good or bad towards a work, opinion, action and so on addressed to his partner.

3. Directive Speech

Directive speech is what binds the speaker to the truth of the speech he says. The form of directive speech acts is aimed at the interlocutor to make him do something. This type of speech act shows the speaker's expectation or desire for the speech partner to do something. In its use, the speaker intends to obtain several goals of action regarding the future, thus making the world according to the words through the interlocutor. Based on the results of the study, found examples of directive utterances as follows.

1) "*Kalian akan ngerti setelah membaca buku ini*"
2) "*Untuk yang pengen ikut lelangnya, langsung aja baca syaratnya di caption Instagram"*

Data Analysis: The two speeches above are examples of speeches in the form of directives. In both of these data shows the directive speech act of doing something, the speaker shows what he believes to the speech partner through his speech. This type of speech act shows the speaker's expectation or desire for the speech partner to do something. In its use, the speaker intends to obtain several goals of action regarding the future, thus making the world according to the words through the interlocutor.

Conclusion

Based on the analysis of the data above, it can be concluded that this study found the forms and types of illocutionary speech acts in the Tiktok video uploaded by Indra Kenz. Found in Indra Kenz's speech as a speaker, there are 11 utterances. The forms of illocutionary speech acts contained in this study are declarative and imperative. Furthermore, there are three types of illocutionary speech acts, namely assertive, expressive, and directive. Each type has its own markers and characteristics, such as assertiveness that conveys something and does not expect comments or responses. Expressive which is intended to express or show the psychological attitude of the speaker towards a situation. The directive is what binds the speaker to the truth of what he says. This research is expected to increase and deepen knowledge about illocutionary speech acts and explain the forms of illocutionary speech acts that appear in Indra Kenz's Tiktok video.

The results of this study can be used as an evaluation in further research or can continue this research with more data and use more recent references. The object of research can still be researched using other pragmatic study analysis approaches or other studies that are still relevant to the object of research.

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Syntactical Error Analysis on Students' Composition through CEFR

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Abstract

Mastering English is a key to support Indonesian Government's Target, having a Global Village, which the end of it is having an equal position among Indonesian and other countries. English is used as a tool to communicate among global people and it carries power diplomacy in global relationship. That standard is started by having a good Basic English usage starting from the beginning, composing text. Composing text is an obvious task for the university students in any department nowadays in English Subject. Composing text is an unseparated part from English subject in higher education level in Indonesia. According to my experience as English Lecturers, students' composition is sometimes constructed by some mistakes syntactically. While in the other hand, syntactical usage is a basic knowledge in using English even for other skills. This study is aimed to know students' syntactical error reflected by their composition with certain topic and requirement along their study of Writing and Reading Comprehension Subject in a semester. This study starts by giving a task to the students to compose a text in a specific topic and requirement according to CEFR. Students' composition will be collected and analyzed using syntactical pattern according to theory of Politzer and Ramirez. This study uses qualitative research with the participants taken from the freshmen in Universitas Suryakencana Academic Year 2020-2021.

Keyword *CEFR, English Syntax, Error Analysis*.

Introduction

English is widely used by many people and many countries for various purposes in the world. One of them is as a purpose of communication (RA, 2016). Further, some studies have found that as an international language, English becomes a compulsory subject that must be studied from school to university contexts (M, IW, & S, Morphological Interference on Student's Writing, 2020). A large and growing research has investigated the main goal of learning English as a foreign and second language is a communicative competence (Fauzi & Supyani, 2021). English consists of four major skills, reading, listening, writing, and speaking. This study deals with writing skill only. Writing is part of productive skill, along with speaking, requires a good knowledge and capability in using English. Writing in English as a foreign language (EFL) is a key competence for learners in upper secondary education. English, according to its history and development, is the lingua franca of science, business and higher education in a modern, globalized world (J, S, M, & RJ, 2019). Advanced receptive and productive competences in English are key factors for students' success in tertiary education and for employability in a globalized world, or global village as Indonesian Government calls it. It will ease students to have a beneficial position when they have a good competency in English later in the future (R & T, 2017).

The data gathered of the research is taken from students' assignments in a semester. The subject is namely, Reading Comprehension and Writing with Subject code ABI 3107. The description of the subject itself, according to the syllabus, is to teach some composition and comprehension text strategies and techniques so the students can simply practice and deliver their idea in paragraph form (Suryakancana, 2020).

The researcher took the material from CEFR in term of easiness of access and scoring system. Furthermore it consists materials for a particular examination are familiar with how to interpret the level, e.g., in terms of text difficulty, linguistic features, genre choice, etc. (MILANOVIC, 2009)

This study adopt from Syntactic structure, particularly in Syntactical Errors, which one of the branch of linguistic field that triggered sentence structure. According to Chomsky in Putri syntactic structure is pointed to reveal some unit sentence: to reveal the hierarchy in the ordering of element, to explain how surface ambiguities come out, and to demonstrate the relatedness of certain sentence (D, 2013).
There are two questions will be answered through this research. The questions are below:

1. In what level of grammatical do students make errors in composing a text?
2. What word class is the most used incorrectly in students' composition?

Based on the research problem, the purposes of the research are:
1. To identify the most common appearance of error in level of grammatical. In this stage we can define whether students make errors in word level, phrase, or even clause.
2. To identify word class used by the students incorrectly in their composition. The word class has important role in composing a text, it may ease writers to build an easier understanding by the reading.

From both purposes, it can be summed up that this study highly carry beneficial points not only for English Lecturers but also whoever wants to study English appropriately. For the lecturers it can map students' competence in composing a text, if the students have problem in certain parts then the lecturers can provide anticipation and reinforcement on that (Fauzi & Supyani, 2021).
This study has theoretical and practical significance. Theoretically, this study can be used as an internal evaluation to the stakeholders of academic institution in mapping and guiding English Lecturers in teaching-learning process. This research particularly has some practical significances such follow:
1. Drawing students' English writing competence.
2. Improving teaching-learning process.
3. Evaluating the teaching methodology in English Composition/ Writing.

Theory and Method

There is a large volume of published studies researching the syntactical errors not only in written but also oral texts. For written texts, studies on grammatical errors, especially syntax have been discussed mostly in basic language skill of writing (Yusnitasari & Suwartono, 2020).

1. An early study was put forward by Karahan. This study found error types of prepositions, articles, plural morpheme "s", SV Agreement, parts of speech, verb form, verb tense, missing verb, gerunds and infinitives, word-order, quantifiers and intensifiers, passive voice, pronouns and possessive, comparatives and superlatives, other types of errors, however, prepositions and articles were the two most commonly made error types by the ELT students taking the proficiency exam. This might be because students focus more on meaning rather than form when they write in the target language, and they tend to omit prepositions and articles (Chodorow, Gamon, & Tetreault, 2010).
2. In another study, Puspitasari (2013) investigated grammatical errors made by The second-semester students in writing subject at Yogyakarta State University. By using Politzer and Ramirez's theory in Dulay et al (1982)

found that there were 165 (85.94%) errors in the syntax area. This study adapted the theory used in this research to analyze the syntactic error made by EFL learners (D, 2013).

What makes difference among this study with previous ones is the composition setting which students need to accommodate. In this study, students ought to compose a text based on writing task on CEFR requirements. CEFR itself has its own standard to ask students to compose a text using certain linguistics features for each level.

Error Analysis

In teaching learning English, the learners are expected to have the four skills in language. The language skills are listening, reading, writing, and speaking (R F. , 2015). An error analysis can be an answer as feedback to EFL learners. They can notice the grammatical errors that commonly happen when they are speaking. It is also for improving their speaking skill. Foreign language learners should also familiarize themselves to language learning strategy in order to be able to better self-manage their language learning (Sayyadi & Rezvani, 2021). If the students know the errors which they made, it will make them able to choose the best learning strategies of English learning. According to Corder in Muziatun and Jusuf, the aims of Error Analysis is to figure out what the learners understand and do not understand and to make teacher provide the learners not only with the information that his hypothesis is wrong, but also, importantly, with the right source of information or data for him to form a more sufficient concept of a rule in the target language (M & AT, Grammatical Errors Performed By Tourist Guides in Gorontalo City, 2020).

Syntax

Syntax is study about the sentence of a language. Syntax focused on the ways in which words are placed and combined together as one sentence. Once we have structural knowledge of English sentences, it is easy to get the meaning and the purpose of certain sentence and utterance correctly (D, 2013). Further definition of Syntax is given by Bussman that it is a subcategory of the grammar of natural languages: a system of rules which describe how all well-formed sentences of a language can be derived from basic elements **(**morphemes, words, part of speech**).** Syntactic descriptions are based on specific methods of sentence analysis (operational procedures) and category formation (sentence type**,** sentential elements) (Bussmann, 2006).

According to Morley Sy and Devi A in syntactic structure, it can be approached from two ways: formal and functional. Formal syntax deals with how words can create larger units of form and eventually sentences. Functional syntax handles the way in which sentences are structured in terms of smaller functional elements and eventually words.

In Oxford Advanced Learners Dictionary syntax is defined as the rule of grammar for the arrangement of words into phrases and of phrases into sentences. While in Webster, syntax is defined as a branch of linguistics which studies the arrangement of and relationship among words, phrases and clauses forming sentences. Bornstein explained that syntax is the processes by which words and grammatical categories are combined to form phrase, clause and sentences in language (Septiana, 2020). Then, Chomsky said that syntax is the study of the principles and process by which sentences are constructed in particular languages. A linguistics level such as phonemics, morphology, and phrase structure is essentially a set of descriptive devices which are made available for the constructions of grammars, it constitutes a certain method for representing utterances (D, 2013). Laurel cited in Yusnitasari & Suwartono states that the study of syntax is the analysis of the constituent parts of a sentence: their form, positioning, and function (Yusnitasari & Suwartono, 2020). Constituents are the proper subparts of sentence. In addition, Herman and Haegeman cited in Sy and Devi A said that syntax or syntactic analysis may be defined as: (a) determining the relevant component parts of the sentence, (b) describing these parts grammatically. The component parts of a sentence are called constituent (Izzuda, 2019). In other words, Matthews cited in Karahan explained that syntax is concerned with their external functions and their relationship to other word within the sentence (Riazi, 2016).

CEFR is created by European Council in term of establishing the framework for the Council of Europe's work in education, culture, heritage, sport and youth, managed by the Council for Cultural Cooperation. Its educational program is supervised by the Committee on Education and includes the Modern Languages Projects serviced by the Modern Languages Division of Directorate General IV: Education, Culture, Youth and Sport, Environment (DECS). Over the last forty years, the process has continued and accelerated, necessitating a profound reorientation and reorganization of the social organization of language learning, teaching and assessment. The use of CEFR as a planning instrument and as such is self-explanatory. There are, of course, further uses. It is valuable as a means of raising awareness, particularly in higher education and in initial and in-service teacher education and training. Many institutions have welcomed CEF as a calibrating instrument for the equation of examinations and qualifications. The aim of CEFR is to be descriptive, not prescriptive. CEFR exists not to promote, let alone impose, uniformity but to improve communication whilst maintaining and encouraging diversity. The historical background gives a picture of the values, beliefs and attitudes which have informed the Council of Europe in its work in the modern languages field. Users are invited to reflect upon them and to bear them in mind as they use CEF, as indeed in all their work. However, it is for the users to decide whether to adopt them as their own. CEF is itself non-dogmatic, enabling all users to tell others of their decisions, rather than telling them what their decisions should be (BAILLY, et al., 2001).

The data are collected after the participants had the instruction to write. The task itself was taken from Writing Tasks in A2 Level of CEFR in a semester. The topics proposed in that level are such follow:

1. Personal Identification
2. House and Home, Environment
3. Daily life
4. Free time, Entertainment
5. Travel
6. Relations with other people
7. Health and Body care
8. Shopping
9. Food and Drink
10. Services
11. Places
12. Language
13. Weather
14. Measures and Shapes
15. Education (LanguageCert, 2020)

From the topics above, it can be said that the topics are quite easy to follow by the students. The topics discusses about their daily activity, in the other word they can follow the discussion whatever topic is presented.

Findings and Discussion

There are 24 data appeared on students' composition. Each data is labelled by code which shows the type of error appears, for example, FIN (finiteness) shows error about finiteness, MS (Missing Subject) indicates the error appears on missing subject, etc. The data above reflected students' error in composing text according to the task given. Each syntactical error is represented by a sentence, no matter the amount of error appears in the data. The frequency appearance is displayed after each datum is analyzed. Each error type is presented below in row.

Finiteness

Datum FIN1

'Tomorrow we're going to diving and snorkeling'.

This sentence contains an error, the misuse of finiteness in the word 'diving and snorkeling'. The word is supposed to be form in base form, *dive* and *snorkel*. This is because those words are located after the word 'to' infinitive.

Furthermore the datum above shows the grammatical level error appears on word level, *diving* → *dive* and *snorkeling* → *snorkel.*

Missing Subject

Datum MS1

'Hope the flower began to bloom when she accidentally met a handsome man'.

The sentence above misses subject, which is very significant in creating a sentence. The subject may be pronoun, noun, or noun phrase. Thus, the error which appears on the datum above is located in clause level.

Missing Verb

Datum MV2

'so we can free internet also for YouTube'.

The clause above requires a verb inside. Even we can predict or understand the clause by its context, yet the verb holds vital position in a sentence.

The datum above indicates the errors in clause level. The clause above requires verb which is missing there.

Misused Possessive Pronoun

Datum MPP1

'She's mother got sick'.

The sentence above used wrong pronoun type, subject pronoun. In the other hand the sentence requires possessive pronoun to show possessiveness.

The datum above shows the grammatical error in phrase level, Noun Phrase, *'She's mother',* to be precise.

Nominalization

Datum NOM1

'She's Indonesia'.

The word 'Indonesia' above shows noun which indicates Indonesia as a country, while in the sentence above the word 'Indonesia' which refers to the person. The word which fits into that sentence is 'Indonesian', means Indonesia people. For the same reason, the grammatical error level appears on word level.

Pluralization

Datum PLU2

'I would to teach on those two course'.

The word 'course' requires plural form which is caused by the word 'two', which indicates pluralism, in front of it.

The datum above shows the grammatical error in phrase level, Noun Phrase, *'two course',* to be precise.

Same as Pattern

Datum SAP 1

'He's Indonesian same with mum's'.

Normally we use 'as' with the 'same' to talk about identical things. In the sentence above the conjunction 'with' is used than 'as', which is, predicted, influenced by Indonesian Grammar.

The datum above shows the grammatical error in word level, Preposition, *'with',* to be precise.

S-V Agreement

Datum SVA3

'Alfi choose to separate'.

The verb above is in plural form, while the subject is in (third person) singular form. The correct form of the verb is supposed to be added –s to indicate third person singular subject.

The datum above indicates the errors in clause level. The clause above requires Subject-Verb Agreement. *'Alfi chooses'* is the correct form.

Unnecessary copula 'be'

Datum UTB1

'We're drive with the speed boat'.

The sentence above doesn't require copula 'be' (are) because it has already had verb inside, 'drive'. When the verb appears in a sentence, so copula 'be' is no longer required in Simple Present Tense.

The datum above indicates the errors in clause level. The clause above doesn't require copula *'are'*, because the clause has already got verb inside.

Datum UCB5

'It's entertain me'

The word 'is' in that sentence is not required since the sentence already had verb, 'entertain'.

The datum above indicates the errors in clause level. The clause above doesn't require copula *'is'*, because the clause has already got verb inside. The correct form is supposed to be *'it entertains me'.*

Here is the resume of Frequency of Syntactical Error in Word Class Types Appearance Percentage.

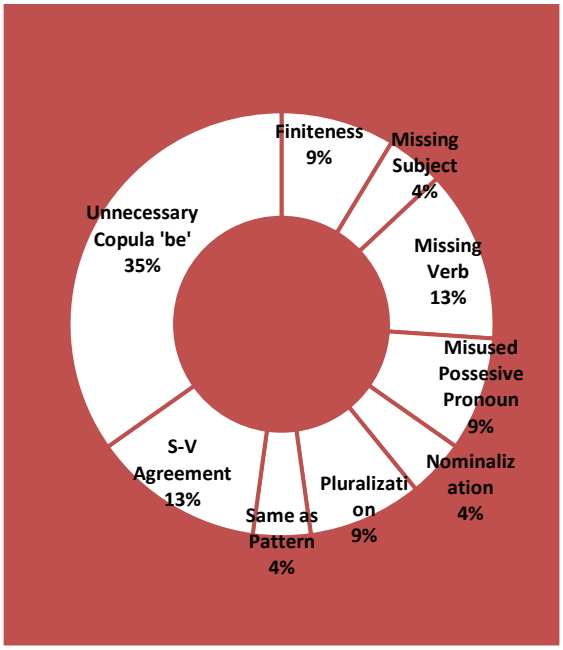


Fig. 1 Syntactical Error Types Appearance Percentage

According to the grammatical level of errors appeared in the data, it can be drawn the appearance percentage as follow.

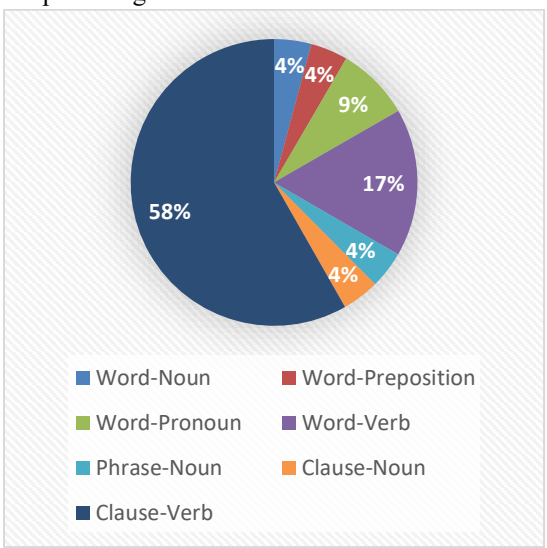


Fig. 2 Grammatical Level or Errors Appearance Percentage

Conclusion

According to the discussion earlier it can be concluded that errors made by the students appeared in clause level. In the other hand, the most dominant type of mistake is unnecessary copula 'be'. These two findings can be used later for English Lecturer to manage their teaching process which concern more to them.

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Pre-Service Teachers Belief in Translanguaging and Trans-semiotizing Pedagogy in ELT Classrooms: An Indonesian Case Study

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Abstract

The existence of a mother tongue background in the form of Javanese and Indonesian is a challenge for students who are not familiar with studying in English. In terms of expression, communicating through spontaneous body movements and others also gives rise to the meaning of communication that must be understood. This case study aims to analyze how the pre-service teacher belief of translanguaging (using the mother tongue to learn a second language) and trans-semiotizing (expression of communication with pictures, movement, video, audio, text). Data from this study was taken from pre-service English teachers in Indonesian university who did an internship program at a junior high school, where students who mostly use Javanese-Indonesian are taught through the medium of English. Pre-service teachers applied a flexible language policy that allows the use of three languages in class and the expression of body movements. This research is a type of qualitative research, using interview instruments. The study's results showed the pre-service teachers' belief from relational lense, praxis lense, and institutional lense that translanguaging and trans-semiotizing could help students master English.

Keywords: (Teacher belief, Translanguaging, Trans-semiotizing Pedagogy, ELT Classroom)

Introduction

Teaching is a fairly complex process in the world of education, especially teaching English. There are various different activities such as choosing learning activities/creativity, asking questions to find out student understanding, providing feedback to students and so on. So, with various activities in teaching, it is necessary to know the teacher's beliefs when teaching in the ELT class. Belief can be interpreted as a perception that teachers have to perform the skills they have. From Borg (2005)has opinion that in the teaching and learning activities of a teacher belief has an important role. So that the belief can make teachers have solutions when teaching

in ELT classes, such as various kinds of activities, methods, and materials that will be used in class. In a belief, teachers are more initiative in using various strategies to support the teaching and learning process of students (Yu et al., 2022). Thus, from the teacher's belief there are translanguaging and trans-semiotizing as methods in teaching activities for ELT class students.

Translanguaging and trans-semiotizing have a significant role in teaching and learning activities for ELT classes, especially in Indonesia, because this is a strategy for a teacher, especially a pre-service teacher who prepares various methods and strategies to teach students. In the bilingual class, translanguaging is not only used in the classroom but is currently also applied outside the classroom (Sahib, 2019), because translanguaging itself has a definition as a process that produces meaning and knowing by combining two languages. Baker (2011) states the first language (L1), and the target language is referred to as the second language (L2). When translanguaging is used to translate words in English, or the use of different languages to learn English, trans-semiotizing has a role for pre-service teachers as a modality; they can explore various kinds of modalities. Trans-semiotizing broadly focuses on interpreting language related to other semiotics such as images, gestures, audio, text, and video in making meaning during the teaching process (Lin, 2019).

Several previous studies have explored and documented how translanguaging and trans-semiotizing, starting from Liu (2020) who examines how translanguaging and trans-semiotizing provide facilities for Content and Language Integrated Learning (CLIL), through discourse analysis in his research shows that translanguaging and trans-semiotizing has the potential as a means to build meaning when learning, or in other words translanguaging and trans- semiotizing appears in a natural way to dominate the English language. In line with Sobkowiak (2022), his research states that the application of focusing on translanguaging in multilingual EFL classes is indispensable, translanguaging which is applied when the learning process in the classroom has repertoire and encourages the learning process to achieve the target language. He & Y Lin (2020) found how translanguaging and trans-semiotizing can expand students' communication repertoire in various ways such as speaking and writing, an investigation from their research found meaning making in CLIL classrooms through analysis of observations of teaching and learning processes and teaching materials, so it was found how the teacher designs a special room for translanguaging and trans-semiotizing in the classroom. From these various studies, translanguanging and trans-semiotizing have a big role for teachers and students during the learning process to understand and achieve the target language. This study obtained the teacher's belief in the use of translanguanging and trans-semiotizing in the ELT class by using case studies, and thematic analysis to discuss the results of the study. This study tries to answer the following research questions: What does the ELT pre-service teachers' belief about translanguaging and trans-semiotizing pedagogy?

Theory and Method

Translanguaging and Trans-semiotizing Pedagogy

Translanguaging is considered an innovation toward communication. Even though we are currently learning about ELT, the main purpose of translanguaging is to enhance the initial communication to perform better teaching progress in English Learning. Garcia (2011) perception of translanguaging, a time period that highlights the dynamic languaging practices of bilingual students. There are several moments when we should be a teacher, which in practice they put their focus on the focusing their focus on precision in ELT activities. The purpose is none other than to help out and facilitate students, so they will pass the exams and be considered as proficient speakers once they step their foot on the field.

Though translanguaging is not that familiar, in fact, translanguaging is not a new story. For decades, it's been used by everyone, especially those who speak more than one language and try to learn another language. The first term they came up with is 'trawsieithu', a term to describe reading or listening input in some languages, and also writing or speaking about it in another. Soon, the researchers agree to reform trawsieithu with a legit—and easy to read—term (Lewis et al., 2012). In line with Rerung (2015)argues that translanguaging is considered as a tool in a pedagogical approach in negotiating meaning in classroom settings, more specifically in multilingual classes.

While translanguaging is talking about the theories of the fluidity in teaching, completes with its dynamic view of a language and differ it from code-switching/mixing language, trans-semiotizing theories further widen the focus to analyse language as entangled with many other semiotics (E.g., visuals, gestures, bodily movement) in meaning making. The use of translanguaging and trans-semiotizing such as coordination of gestures, facial expressions, sounds, and visual images is a source of one's communication in the semiotic repertoire, which continues to evolve with a shared contribution of other participants in the dynamic flow of meaning-making (He et al., 2016).

Trans-semiotizing helps students to understand better because by using these semiotics modalities, the ELT just gets enhanced to a better way. (Wright et al., 2015) has the idea that he has developed trans-semiotizing to conceptualize plurilingualism (an individual's language experience in a context). In line with (Lin, 2015)also develops the concept of trans-semiotizing and emphasizes the linkage of various sources that make meaning. These dynamics encourage the teacher to recognize that these different semiotics and social languages, although in tension, constitute a continuous holistic repertoire of the learner that is constantly expanding.

Teacher Belief

In a process of understanding from a teacher to do a job or make a teaching method, it takes a belief (Gilakjani & Sabouri, 2017). Another opinion Farrell (2013) most beliefs show three dimensions of belief, namely, the affective dimension enters the emotional aspect of one's mind which means one's conception of certainty/uncertainty about something, the cognitive dimension of belief includes knowledge, understanding, perception, experience and conception through active

mental processes, synthesize, prioritize, and categorize content, context, and process, as well as the pedagogical dimensions described by Churchill (2006) as a result of observations, experiences, and lessons learned from theory and literature.

Teacher beliefs defined by S. Borg (2001)are propositions that may be consciously or unconsciously held, and accepted as a form of truth by individuals so as to inspire and guide people's thinking and behavior. In line with Belbase (2019) the three dimensions of trust, namely the affective, cognitive, and pedagogical dimensions of beliefs associated with teacher beliefs, will be viewed from three methodological lenses, namely relational which focuses on the teacher's relationship with content, process, students, and the environment. Institutional lens means how the school or institution gives permission or authority to the method carried out by the teacher, and praxis as Grundy (1987) argues that Lens praxis provides observational information on teacher beliefs either as a process or product.

Previous study on Translanguaging and Trans-semiotizing Pedagogy in ELT Classrooms

Currently, studies in language policy are exploring more about language policy in families, schools, and institutions. In recent years, there have been several types of research related to Translanguaging and Trans-semiotizing Pedagogy in ELT Classrooms. To begin with He & Y Lin (2020), their research has explored how translanguaging and trans-semiotizinng approaches can facilitate students' communicative repertoires to create new ways of speaking and writing. The results of this study explain how teachers design spaces for translanguaging and trans-semiotizing and spaces for the target language and register use in various stages of curriculum genres. In this study the Multimodalities-Extextualization Cycle (MEC) is proposed and discussed as a heuristic curriculum genre for Content and Language Integrated Learning (CLIL) education.

Another previous study by Liu (2020) This study has demonstrated the potential of translanguaging and trans-semiotizing as a tool of empowering co-constructing feeling-meaning for learning. In particular, translanguaging and trans-semiotizing are shown to enable co-construal of general and subject-specific English lexical knowledge and academic English writing skills in IH (Integrated Humanities) CLIL (Content and Language Integrated Learning) classroom. Class interaction data and students' written exercises/works were collected to analyze the process of making meaning of feelings among junior high school students and their teachers in an English-medium Integrated Humanities class in Hong Kong. Discourse analysis on class data and student exercises/assignments show that translanguaging and trans-semiotizing naturally arise in the dynamics of feeling-meaning-making.

The next previous study by Iversen (2020), he investigated how PSTs (pre-service teacher) made use of their own and their students' linguistic repertoires during field placements in multilingual public schools in Norway. Data were collected through seven focus groups with 24 PST in addition to classroom observations of these four PSTs during the 1week field placement. Provides an example of how PST spontaneously utilizes their own and students' linguistic repertoires through translanguaging, this shows how PST adapts to generally accepted practice in their respective field placement schools. The results show that although PTS were hesitant to utilize the linguistic abilities that students had in the classroom, PTS was willing and able

to use more of their and students' linguistic repertoire when circumstances were necessary to support multilingual students.

Previous study that researchers selected from Indonesia which has been carried out by Rasman (2018), his study aims to fill this gap by investigating the practice of translanguaging in EFL classrooms in Indonesia where students use their full repertoire (English, Indonesian, Javanese) to negotiate meaning in student interactions. This study investigates the effectiveness and challenges of implementing translanguaging to promote learning. The data for this study were collected from videotapes of naturally occurring interactions among junior high school students (14-15 years) in an EFL classroom in Yogyakarta, Indonesia. The results of this study indicate that translanguaging can help learners to develop their multilingual competence (including English). Several studies on Translanguaging and Trans-semiotizing Pedagogy in ELT Classrooms have been conducted, but most studies only focus on translanguaging in EFL classes while translanguaging and trans-semiotizing are interrelated things to achieve learning.

Method

This research collected the data from pre-service English teachers in Indonesian university who did an internship program at a junior high school. The researcher took three participants who had been interviewed based on their beliefs in the ELT class during the internship program using translanguaging and trans-semiotizing. The approach used in this research is qualitative, while the type of research used is a case study. Case study research is carried out with an explanatory nature by exploring the causes and effects contained in the object of research by interpreting it to raise the basic substance behind the case under study based on facts obtained from various data sources analyzed (Yin, 2012). The first stage to obtain the required data, the researchers conducted interviews with pre-service teachers who teach English subjects. In data collection, it must go through two stages, namely the data collection process which includes the realities experienced by pre-service teachers. The next step is to make a formulation from the data obtained and then continue to be analyzed through thematic analysis (Barkhuizen, 2014). The data analysis technique is carried out through several steps, and there are (1) repetition in reading data (open coding), (2) coding and categorizing data (axial coding), and (3) recognizing thematic titles (selective coding). After conducting interviews with several pre-service English teachers, the researcher reread the data to match the supporting data (the results of interviews with participants). The researcher reduces the data to group important information related to the topic. The last thing the researcher did was thematic coding according to the topic, then the data was categorized by theoretical coding, or it could be said by connecting the data with theoretical concepts.

Findings and Discussion

Education will be carried out properly if there is an active role from teachers and students in the process of teaching and learning activities. The interactions that occur in these activities can provide teachers with the best solution for how the educational offerings are given.

Relational Lens

In this study, pre-service teachers looked at it from a relational lens where their own beliefs about translanguaging were applied to the ELT class.

> *"In my opinion, back to the students' background knowledge, Ms. Because if the students already have extensive knowledge and are rich in vocabulary, then using 100% English during the learning process is good. But for students who are less vocab and the use of English is still limited, the teacher can use their native language to achieve the target language"*

Another participant reinforces the translanguaging beliefs of the relational lens

> *"Here I believe that using 2 languages in learning English is very important, this is because if there are students who do not know every meaning in English, then we as a pre-service teacher directly help them to understand the material we convey."*

Both participants have the same beliefs about using their mother tongue to achieve the target language, but they only believe and do not practice on themselves. The last participant believed and practiced himself that translanguaging was very helpful in learning English.

> *"I was not interested in studying English, but now that I'm here, it turns out that English is really important. Therefore, when I first learned English, I used this translanguaging method to hone my skills in speaking English, until I finally mastered English enough. From this, I believe that translanguaging, or the use of mother tongue, is very important for learning another language."*

The pre-service teachers used L1 language to achieve the target of students' L2 mastery because of the unequal abilities of students, especially in vocabulary mastery. By doing repeated explanations using L1 it is hoped that students could understand the material presented, and appreciate the ability to master L2 slowly and accompanied by evaluation so that students are better able to detect and correct errors. This is in line with García & Wei (2014) that translanguaging means multi-competence in speaking either one or more languages by translating languages to unite them into one linguistic system. Anchored on Nursanti (2021) proves that when teachers apply translanguaging in the classroom students can understand the material easily.

Then in trans-semiotizing that had been applied in the ELT class, pre-service teachers belief in the relational lens. All participants almost have the same beliefs.

“as I said earlier, the use of various media other than handbooks (videos, photos, gestures, posters, texts) can help students become more interested in learning and help students understand easier.”

Reinforced by other participants who had relational beliefs

"Currently we live in the era of globalization where we have to keep up with the times, so it is important to use media when teaching and learning process."

From pre-service teachers' answers above, they believed that trans-semiotizing helps students learn English. In line with Rincon-Mendoza & Canagarajah (2020), trans-semiotizing could increase the interaction between teachers and students, but it can also facilitate students in learning English. Lin (2019)in his research at a school in China with the background of the teacher not mastering the local language while the students mastering the local language, the teacher and students move all their semiotic sources together to build meaning and understanding as a form of trans-semiotizing process so that teachers easier to explain. The use of translanguaging and trans-semiotizing, pre-sevice teachers believed that it could help make it easier for students to accept L2 better because the presentation could be more attractive with the support of existing instruments. Students are more able to receive material information in various packages so that student boredom can be minimized.

Praxis Lens

When pre-service teachers believed that using translanguaging and trans-semiotizing was important in the teaching and learning process, in the results of the interview relating to praxis lenses, the pre-sercive teachers also said that they practiced translanguaging and trans-semiotizing when teaching in class, both virtual and face-to-face classes.

“I often use other languages when teaching English, so it's not full Indonesian or full English, but I mix it. Because if it's full of English language, the students don't know what it means. So usually after explaining the English language I will repeat it in Indonesian. And then I make sure the students' understanding again, if they don't understand then I will repeat the explanation using the Indonesian language again.”

In practice, other participants also used two languages to teach English

"I often translate together with students about English vocabulary that is difficult to interpret, then when I give orders to use English to students but they don't understand, then I immediately translate into Indonesian"

In its implementation when teaching, pre-service teachers often use translanguaging when teaching English classes, the reason is so that students really understand the material or understand what pre-service teacher had said when speaking in a second language. In translanguaging, students and teachers could mutually build flexible bilingual knowledge in a classroom(Creese & Blackledge, 2010). Drawing on Hassan & Ahmed (2015)explored translanguaging which could improve students' understanding when learning a second language, and from the results of this research investigation, it is very helpful for the teaching and learning process in schools. Furthermore, in praxis lense pre-service teachers explain about trans-semiotizing in class as follows:

> *"Yes of course, I use images, videos, and text to convey the material, and it depends on the material. Because, if only handbooks or worksheets, students are often bored. So the existence of teaching materials from other sources will make students interested in learning"*

Another participant also stated that in practice when the teaching and learning process uses media or trans-semiotizing.

> *"When teaching I use images, books, or videos if there are projectors, but gestures are also important to make meaning. For example when giving orders to use English to students, but they do not understand their meanings, then before interpreting using English, I need to use body gestures so that students understand what I say "*

When teaching, pre-service teachers use variety of media and gestures to deliver learning materials. Communication sources in the form of movements, facial expressions, visual images, or in form of sound in a semiotic repertoire, some of which continue to grow in mutual contributions to dynamic flow and meaning-making (He et al., 2016). Research from Lin & Wu (2015) showed that the role of trans-semiotizing is very significant in the student learning process. In this study, pre-service teachers used another language as a support to further clarify and communicate the target language to be conveyed, supported by the use of images, videos, and texts to convey English material so that it is easier to understand and remember. It is not only the pre-service teacher's belief that translanguaging and trans-semiotizing are equally important, but the pre-service teachers also practiced it during the teaching and learning process.

Institutional Lens

Schools become internal policymakers, as well as a form of management governance to achieve educational goals. Synergy is needed between each device in the school, including the principal, teacher members and students. The policies taken must support the creation of the process of teaching and learning activities to be carried out so that it will provide maximum results. On the institutional lens beliefs, pre-service teachers mentioned that the school gave freedom to the teacher in the teaching and learning process, either using two languages or using the media.

> *"The school has freed the English teacher to deliver the material using full English or mixed with Indonesian. Because when viewed from the ability of students, not all students in this school have a broad understanding of English, so it will be easy to use Indonesian to convey material."*

Translanguaging itself is a language practice that exists in English classes, students learn to use linguistics that are creative and flexible, and there are various semiotic sources (Wei, 2018). In a study by Carstens (2016)found students in South Africa who have beliefs about translanguaging can help them in learning, increasing their confidence because the vocabulary they get increases. However, some of them said that translanguaging was not very helpful for understanding terms in their major because of the complexity of the mother tongue.

"Schools provide freedom for teachers to use teaching tools, as long as it makes it easier and helps the learning process, that's okay"

In the pre-service teacher's statement above, the school as a policy maker gives the pre-service teachers the flexibility to choose the teaching method, including the instruments to be used in teaching. Trans-semiotizing is a source of communication in the form of movements, facial expressions, visual images, or sound in a partially divided semiotic repertoire that continues to develop in a shared contribution to dynamic flow and meaning making (He et al., 2016). A study from Gao & Zhang (2020)shows the teaching and learning process of a teacher who uses various semiotic sources in an interaction, this serves to liven up the classroom atmosphere and increase student motivation. Teachers have an essential role in schools because they understand and recognize the weaknesses and potentials of each student compared to other parties in the school. Hence, the pre-service teachers were considered to know what was needed, and what would be done to convey each material, so that it could be understood and appropriately absorbed by students. For English Education, the pre-service teachers were given the freedom to used various languages owned by students as a support for achieving L2 mastery due to the uneven level of ability of students in this school. There are still many who had not mastered English well, so it must be supported by their mother tongue to transform into the target language. Visual media, sound, and gesture instructions will provide a strong stimulus for students to understand and record in their memory better. This method is considered more effective for improving students' abilities.

Conclusion

From the results of research that had been carried out on pre-service teachers, it showed that in teaching and learning activities in the ELT class, there was a process of translanguaging and trans semiotzing in three dimensions, namely as follows. In the relational lens in the form of the affective dimension, it is indicated by the teacher' actions in analyzing the students' ability to absorb communication which will be carried out in the ELT class. This detection process was part of the relational methodology between pre-service teachers and students. The affective dimension of the relational lens could be seen in the statement that using images and videos as support in this ELT class activity was a form of trans-semiotizing carried out by pre-service teachers in the classroom. The three pre-service teachers had confidence in semiotizing tools for supporting and dissolving students' boredom during the learning process. This activity was a form of teacher sensitivity by looking at the development of the times and technology mastered by students so that it will provide variations in teaching patterns to make it more interesting. One of the teachers involved a semiotizing device in the form of gestures and pictures as suggestions to clarify the delivery of material to increase student interaction and comprehension. In the Praxis lens, the results of the research that had been carried out could be seen in from teacher beliefs through the cognitive dimensions of the praxis lens, which give results of translanguaging products in the ELT class. This result starts from detecting students' abilities, and the teacher chose to involve L1 which is mastered

by students to support the L2 and conveyed through the combination of the two languages as a translanguaging process carried out by the pre-service teacher in the ELT class. The Praxis dimension in the pedagogical lens appeared in the activity of selecting images and videos, where the device was chosen and believed to be a means to provide support for the proper functioning of the ELT class guided by increasing student interaction in class. From the institutional lens, it could be seen that the school is an educational institution where pre-service teacher is part of the institution that oversees the activities in the ELT class by giving pre-service teacher the authority to use the desired educational method to achieve the desired target. The granting of control by this school will be a form of certainty for pre-service teachers on beliefs about the chosen approach to be carried out as part of the affective dimension of a pre-service teacher on an institutional lens.

All pre-service teachers believe that trans-languaging and trans-semiotizing were the best tools for providing material in the ELT class by offering convebience to students to understand well in learning second language and give solutions for the emergence of student boredom while learning in class. This research will be very effective if it is carried out in several classes of different quality, then a comparison is made on the scores obtained by the students concerned. Thus, a more detailed depiction of translanguaging and trans-semiotizing negatively or positively impact the ELT class. It is hoped that the teacher will get a strategy that will be chosen in the class they have to involve trans linguaging and trans semiotizing or not in the class. Then, there will be the best policies obtained by schools as regulators and teachers as implementing regulations in the classroom.

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The Effect of Online Learning Boredom on Mathematics Learning Outcomes of Class X Students of SMK Negeri 1 Kalianda

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Abstract

The purpose of this study was to determine the level of student learning boredom during online learning and its effect on mathematics learning outcomes through Odd Mid-Semester Examination (UTS) scores for the 2021/2022 academic year. This research uses quantitative research with the Ex Post Facto method and there is one independent variable, namely online learning boredom and one dependent variable, namely mathematics learning outcomes. The sampling technique in this study used purposive sampling so that the sample used was 38 students from class X OTKP 2 at SMK Negeri 1 Kalianda. The data was collected by means of a literature study, distribution of learning boredom questionnaires and data on Odd Mid-Semester Examination (UTS) scores for the 2021/2022 academic year obtained from the mathematics teacher concerned. The data analysis in this study used descriptive statistics and inferential statistics with Pearson Product Moment correlation analysis, simple regression analysis and analysis of the coefficient of determination.

The results of this study indicate that class X students at SMK Negeri 1 Kalianda experience online learning boredom with a low category of 10%, a medium category of 74% and a high category of 16%, especially in mathematics. This is reinforced by the relationship between online learning boredom and mathematics learning outcomes. From the acquisition of the Pearson Product Moment correlation coefficient of 0.645, it can be interpreted that there is a strong relationship between online learning boredom and mathematics learning outcomes with the contribution of online learning boredom to the high and low mathematics learning outcomes of 41.5% and 58.5% influenced by other factors outside the study.

Keywords: Online, Learning Outcomes, Study Boredom

Introduction

Mathematics is a field of science that has been studied since kindergarten to university level and even to a higher level (Su et al., 2021:1). Mathematics is a science that is usually studied at school and does not always discuss numbers but is much deeper such as problem solving, mathematical communication and mathematical connections (Puspaningtyas, 2019:25). In mathematics, the arithmetic operations that are often encountered are addition, subtraction, multiplication and division. Mathematics is a subject in schools with an allocation of 40 minutes for every 1 hour of learning for SMP/MTs/SMPLB levels and 45 minutes for SMA/SMK/MA/MAK/SMALB levels. Teaching and learning activities that are usually carried out at schools have to be carried out from home even though some schools have conducted limited face-to-face activities due to the ongoing spread of Covid-19.

Severe Acute Respiratory Syndrome Corona Virus 2 (SARS-CoV-2) or commonly called Covid-19 is a virus that has attacked the respiratory system since early March 2021 until now (Fatimah & Puspaningtyas, 2020: 251). This virus attacks the elderly a lot, so parents have the perception that they must stay away from children from the elderly to avoid transmission (Santos & de Lacerda, 2020:1948). On March 24, 2020, the Ministry of Education and Culture, which is currently changing its name to Kemendikbud-Ristek issued circular letter Number 4 of 2020 which contains the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19. The circular states that the implementation of teaching and learning activities is carried out from home (Study From Home). Many schools throughout Indonesia are implementing a learning system in the network (online). The same thing was expressed by Sunawan et al. (2021:3724) that online learning activities during the Covid-19 pandemic are not learning activities that are well prepared but learning activities that are forced to be carried out to reduce the risk of spreading the Covid-19 virus. In the KBBI of the Ministry of Education and Culture, the term online (da.ring) is defined as being in a network, connected through a computer network, the internet and so on. So, it can be concluded that online learning is a learning process that is carried out in an internet-connected network. The basis of online learning according to (Kurniasari et al., 2020:1) is that students can access learning resources and learning materials without being limited by place and time. The transfer of this learning method is certainly a new thing for children and parents to be more proficient in using digital media (Dong et al., 2020: 2).

Media commonly used to support online learning activities include a) online learning platforms such as Moodle, Google Classroom, Google Meet and Zoom Us; b) social media such as Whatsapp, Facebook, Youtube and Twitter; and c) radio and TV (Dayal & Tiko, 2020:338). The transfer of this learning method is of course a new problem for schools, educators and students. Where schools must be able to facilitate educators and students so that teaching and learning activities can be carried out properly. This online learning has been implemented since the beginning of the spread of Covid-19. If it is calculated, it has been almost 3 years since schools

in Indonesia have implemented online learning. Online learning that seems monotonous without innovation reduces student interest in learning. Naturally, if students complain of boredom learning online.

Boredom was first introduced by psychoanalyst Herbert Freudenberger in 1973 (Iskandar, 2017:204). Study boredom can be interpreted as an emotional condition when a person feels tired and bored mentally or physically (Astaman et al., 2018:984). More precisely, boredom is caused by chronic academic stress that does not decrease in students and the demands of continuous study from the school environment (Tomaszek & Muchacka-Cymerman, 2022:1). Feelings of boredom in learning usually occur in students, even more so if teaching and learning activities are carried out online and students cannot interact with their friends. The same thing was also expressed by Kusuma & Sutapa (2018:1637) in their research which states that online learning has an impact on children's social-emotional behavior such as lack of socializing with friends who are limited by studying at home and children who sometimes feel bored and miss their friends. Not to mention that educators cannot choose learning methods that excite students' enthusiasm. Astaman et al. (2018:991) also revealed in his research that learning boredom could be caused by less varied learning methods. Not only that, there are many other factors that influence students to experience learning boredom.

A person who experiences fatigue or boredom can be observed with all inefficient activities, cynicism, and negative feelings about his abilities (Tomaszek & Muchacka-Cymerman, 2022:1). Psychological stress among students can increase due to loss of connectedness to school, including loss or reduced trust in adults and peers at school about learning and as social beings (Pikulski et al., 2020:15). Not only that, social isolation, changing educational demands and lack of social support and information can cause fear, anxiety, and acute stress which negatively affects the health and quality of life of students (Ruotolo et al., 2021:2). Likewise, other unpleasant negative emotions, such as shame, anger or anxiety and boredom may affect the learning process (Pawlak et al., 2022: 2). If the boredom of learning has been suffered by students, it will have a negative impact on learning outcomes.

Based on the initial observations made by the researcher with the mathematics teacher at one of the vocational schools in South Lampung Regency, namely SMK Negeri 1 Kalianda, the researchers received information that the mathematics learning outcomes of class X students at SMK Negeri 1 Kalianda during the implementation of online learning decreased. Researchers and teachers suspect the factors that influence the decline in mathematics learning outcomes, one of which is boredom learning during online learning. From the description of the problems above, researchers are interested in conducting research on the effect of online learning boredom on mathematics learning outcomes. The purpose of this study was to determine the level of student learning boredom during online learning and its effect on mathematics learning outcomes.

Theory and Method

This study uses quantitative research with the type of correlational research Ex Post Facto method. According to Agustyaningrum & Suryantini (2017:160) correlational research is used to determine a level of relationship between two or more variables, without having to change, add or even manipulate existing data and is said to be Ex Post Facto because the research was conducted on events that have occurred. There are two variables in this study, namely the independent variable is online learning boredom (X) and the dependent variable is the result of learning mathematics (Y). The population used is all students of class X SMK Negeri 1 Kalianda in the 2021/2022 academic year as many as 535 students spread over seven majors. The sampling technique in this study used purposive sampling. According to Sugiyono (2018: 85) the Purposive Sampling technique is a sampling technique with certain considerations.

Data collection techniques were carried out by: 1) literature study: collecting references relevant to the research problem, 2) online learning boredom questionnaire: distributing questionnaires with 45 statements that were previously tested and 3) mathematics learning outcomes in the form of mid-semester exam scores (UTS) Odd Academic Year 2021/2022. The indicators of online learning boredom questionnaire according to Agustin et al. (2020:41): emotional fatigue area, areas of physical fatigue, cognitive fatigue areas and motivation loss of motivation. From the test results, only 37 statements are valid because the value of r count > r table where the value of r count is 0.316. Furthermore, the questionnaire was tested for reliability using Cronbach's Alpha and the result was 0.925. This means that the questionnaire is valid and reliable and ready to be distributed to the sample via Whatsapp groups.

Hypothesis testing is done by 1) normality test: to find out whether the data used is normally distributed or not and as a benchmark for determining statistical tests, 2) correlation test: to find out the relationship between the independent and dependent variables using Pearson or Spearman according to the normality of the data , 3) simple regression test: to determine the increase and decrease between the independent variable and the dependent variable and 4) the coefficient of determination test: to find out how much influence the independent variable has in determining the success of the dependent variable expressed in percentage terms. The hypotheses proposed in this study are H0: There is an effect of online learning boredom on the mathematics learning outcomes of class X students of SMK Negeri 1 Kalianda and H1: There is no effect of online learning boredom on the mathematics learning outcomes of class X students of SMK Negeri 1 Kalianda.

Findings and Discussion

After the questionnaires were distributed and the answers collected, the researchers conducted a normality test which was used to determine whether the data were normally distributed or not. This test is also used to determine the right type of statistical test, whether the researcher will use parametric or nonparametric tests. After the data is tested for normality, the calculation will proceed to the correlation

test according to whether the data is normal or not. The following is a histogram graph of normality of online learning boredom data for class X students at SMK Negeri 1 Kalianda.

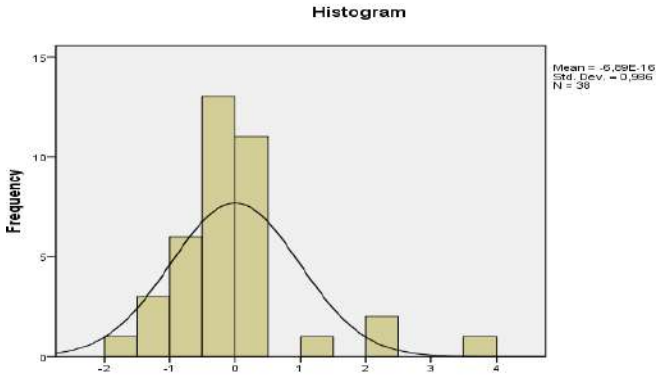


Figure 1. Histogram of Online Learning Boredom Data

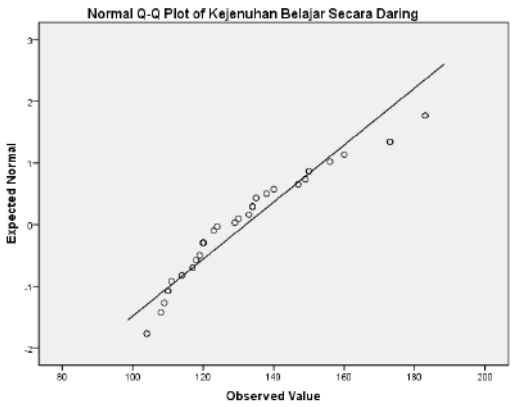


Figure 2. Normal Plot of Online Learning Boredom Data

From Figure 1, it can be seen that the histogram graph tends to the right, which means that the data is normally distributed. Furthermore, in Figure 4.3 which is the output display of the Q-Q chart, the online learning boredom data plot can be said to be normal. This is because there are points that follow the line and are around the diagonal line. To determine whether the online learning boredom data is properly distributed, the normality test calculation is carried out using the Kolmogorov-Smirnov with the help of PASW Statistics 18. The significance level used is 5%, with the following decision rules.

a. If value p > 5%, it can be interpreted that the research data is normally distributed.

b. If value $p < 5\%$, it can be interpreted that the research data is not normally distributed.

The following are the results of the calculation of the data normality test using the Kolmogorov-Smirnov with the help of PASW Statistics 18.

Table 1. Kolmogorov-Smirnov test results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		38
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	16,54679884
Most Extreme Differences	Absolute	,217
	Positive	,217
	Negative	-,155
Kolmogorov-Smirnov Z		1,339
Asymp. Sig. (2-tailed)		,055

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, the significance value of Asymp. Sig. (2-tailed) shows a figure of 0.55. This is in accordance with the decision rules in the data normality test, namely if the significance value is more than 5%, the data is normally distributed. It can be concluded that the data tested using the Kolmogorov-Smirnov were normally distributed. Next, the calculation will proceed to the correlation stage using the Pearson Product Moment in accordance with the normal data.

After the data is declared normal, the appropriate correlation analysis is using the Pearson Product Moment. This analysis is used to determine whether there is a relationship between the independent variable and the dependent variable and to prove the proposed hypothesis. The hypothesis proposed is that there is an effect of online learning boredom on the mathematics learning outcomes of class X students at SMK Negeri 1 Kalianda. From this hypothesis, it can be interpreted that students who experience online learning boredom will affect their mathematics learning outcomes. To get answers to the existing problems, the researcher proposes two hypotheses, namely the alternative hypothesis (H1) and the null hypothesis (H0) as follows.

H0: There is no effect of online learning boredom on students' mathematics learning outcomes.
H1: There is an effect of online learning boredom on the results learn mathematics

students.

In accordance with the decision rules in the correlation test, if the value of < 0.05, then there is a relationship or correlation between online learning boredom and mathematics learning outcomes. However, if the value of > 0.05, then there is no relationship or correlation between online learning boredom and mathematics learning outcomes. The following is the result of the calculation of the correlation test using the Pearson Product Moment with the help of PASW Statistics 18.

Table 2. The results of the correlation test

Correlations

		Kejenuhan Belajar Secara Daring	Hasil Belajar Matematika
Kejenuhan Belajar Secara Daring	Pearson Correlation	1	,645**
	Sig. (2-tailed)		,000
	N	38	38
Hasil Belajar Matematika	Pearson Correlation	,645**	1
	Sig. (2-tailed)	,000	
	N	38	38

**. Correlation is significant at the 0.01 level (2-tailed).

In table 2 it can be seen that the results of the correlation test using the Pearson Product Moment show a value of 0.645 with a significance of 0.000. Based on the decision rule, 0.000 < 0.05 which means that there is a relationship or correlation between online learning boredom and mathematics learning outcomes. From the results of the correlation test, 0.645 can be categorized with a strong level of relationship because it lies in the range of 0.60 – 0.799. It can be concluded, there is a strong relationship or correlation between online learning boredom and mathematics learning outcomes. This is reinforced by the acquisition of student answers which are used to make categories of online learning boredom levels. The results of the calculation show that class X students at SMK Negeri 1 Kalianda experience a level of online learning boredom with a low category of 10%, a medium category of 74% and a high category of 16%. This means that the majority of class X students at SMK Negeri 1 Kalianda experience boredom learning online with a moderate level, especially in mathematics. Seen in figure 3, there are three categories to determine the level of online learning boredom, namely low, medium and high.

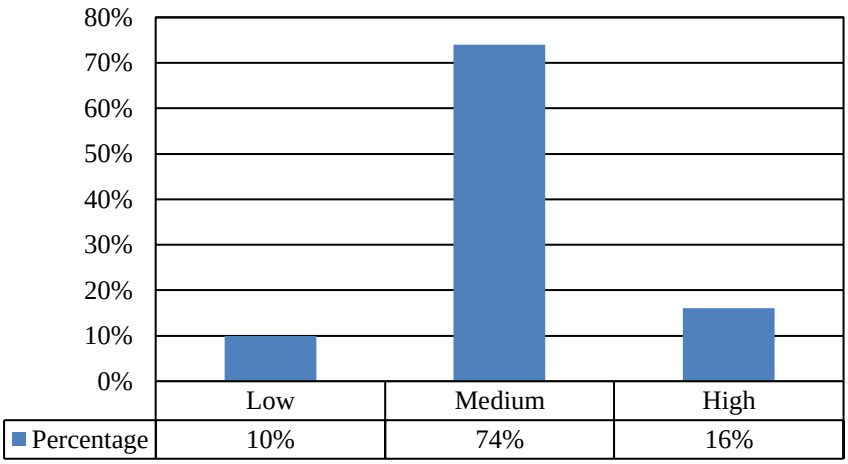


Figure 3. Categories of online learning boredom levels

The next step is a simple regression analysis which aims to make an estimate between the X variable and the Y variable whether it has decreased or increased. As for decision making in simple regression analysis, that is, if the significance is < 0.05, then there is a significant relationship between online learning boredom and mathematics learning outcomes. However, if the significance is > 0.05 then there is no significant relationship between online learning boredom and mathematics learning outcomes. The following presents the results of a simple regression test carried out using PASW Statistics 18.

Table 3. Simple regression test results

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7201,107	1	7201,107	25,590	,000[a]
	Residual	10130,472	36	281,402		
	Total	17331,579	37			

a. Predictors: (Constant), Kejenuhan Belajar Secara Daring

b. Dependent Variable: Hasil Belajar Matematika

In table 3, the results of the calculation of simple regression analysis obtain a significance value of 0.000 and an Fcount of 25.590. Based on decision making on simple regression analysis, the significance value is 0.000 < 0.05. So, it can be concluded that there is a significant relationship between online learning boredom and student learning outcomes in mathematics. To compile equations in simple regression analysis, the following table of coefficients is presented which can be seen below.

Table 4. Simple regression test results

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-53,092	17,060		-3,112	,004
Kejenuhan Belajar Secara Daring	,645	,128	,645	5,059	,000

a. Dependent Variable: Hasil Belajar Matematika

Based on the results of calculations that have been carried out using PASW Statistic 18, a simple regression analysis equation is obtained, namely Y = -53.092 + 0.645X. From this equation, the constant value (a) is -53,092 which indicates the size of the average variable for learning mathematics outcomes that is not influenced by online learning boredom or can be interpreted when the online learning boredom value is 0, then the average mathematics learning outcome of -53,092. Furthermore, the regression coefficient shows a value of 0.645 which means that online learning boredom has a positive relationship or is in line with the average learning outcomes of mathematics. This is because the regression coefficient is positive. Every 1 unit increase in online learning boredom will affect the average increase in mathematics learning outcomes by 0.645 units. On the other hand, every decrease in online learning boredom by 1 unit will affect the average decrease in mathematics learning outcomes by 0.645 units.

The last step in this research is the analysis of the coefficient of determination. This test is carried out as a complement and to find out how much the ability of the online learning boredom variable has a contribution or helps determine the variable of mathematics learning outcomes which is presented in the form of a percentage. The following are the results of the calculation of the coefficient of determination analysis carried out using PASW Statistics 18.

Table 5. The results of the coefficient of determination

Model Summary

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate
dimen-sion0	1	,645[a]	,415	,399	16,775

a. Predictors: (Constant), Kejenuhan Belajar Secara Daring

In table 5, it can be seen that the magnitude of the correlation value (R) is 0.645 and Rsquare shows a number of 0.415 or if it is converted in percentage form it becomes 41.5%. The influence of the online learning boredom variable on the mathematics learning outcomes variable is 41.5% and 58.5% is influenced by other factors outside the study. Thus, online student learning boredom is quite influential in determining student learning outcomes.

Many factors cause students to experience learning boredom, one of which is mentioned in the research of Hanina et al. (2021:3795) namely learning boredom can come from an unsupportive learning environment and a lack of parental support and guidance when conducting distance learning activities. In line with research Agusriani & Fauziddin (2021:1732) states that 23% of learning boredom is caused by parents' obstacles in assisting children in learning. It is undeniable that a support from the surrounding environment greatly affects learning outcomes, one of which is support from parents. Agusriani & Fauziddin (2021:1733) continue in their research that there are many things that can be done to support children in the learning process, one of which is by giving rewards such as inviting play and holidays, giving motivational words and giving gifts. This needs to be done because children will feel happy and allow them to develop quickly according to their own pace so that it will be helped to improve abilities in cognitive processes (Rosyid, 2018:12).

In addition to parental support, efforts to minimize student boredom are also carried out by teachers. In the study of Hanina et al. (2021:3797) explains that there are two efforts made by teachers to overcome boredom in students, namely directly and indirectly. This can be done directly by changing the learning method every 1-2 weeks and using interesting strategies so that students do not feel excessively bored, besides that the teacher provides motivation and attention that students can feel. Indirectly, this can be done by means of teachers communicating with parents to invite children to communicate, guide children, and provide a supportive learning environment for students. This is in line with the research of Astaman et al. (2018: 987) which states that one of the teacher's efforts to overcome student boredom can be done by applying various learning methods, approaching students and evaluating at the end of each student.

Conclusion

Based on the results of the study, it was concluded that online learning boredom in class X students at SMK Negeri 1 Kalianda obtained an average of 132.08 and a standard deviation of 21,628. This shows that class X students at SMK Negeri 1 Kalianda experience a level of online learning boredom with a low category of 10%, a medium category of 74% and a high category of 16%. This means that the majority of class X students at SMK Negeri 1 Kalianda experience boredom learning online with a moderate level, especially in mathematics. And there is an influence between online learning boredom on the mathematics learning outcomes of class X students at SMK Negeri 1 Kalianda. This is shown from the results of the correlation coefficient analysis of 0.645 which is in the strong category and the results of the analysis of the coefficient of determination of 41.5%. This means that online learning boredom contributes to determining the mathematics learning outcomes of class X students at SMK Negeri 1 Kalianda, while the remaining 58.5% is influenced by other factors outside the study.

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Digital Ethics and Technology Based Academic Dishonesty in The Online Learning Setting

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Abstract

Back in 2020, while still struggling with the digital divide, the education system in Indonesia was pushed into embracing online learning after the Covid 19 pandemic breakout. Digital literacy that supposedly becomes the basic knowledge for generations of digital citizenship is passed in equipping both teachers and students. While on progress in implementing online learning, the ethical issues that teachers and students face in online education are amplified. The research is based on Pavela's framework of academic dishonesty (AD) types and Khan's e-learning ethical to evaluate the phenomenon of technology-based AD in the online learning setting. This study used a qualitative approach with a phenomenological method. Primary data were sourced from the interview. Secondary data were obtained from journals, books, and other related sources. Since online learning still has no clear code of conduct in the Indonesian education system, most students or teachers have no notion or lack of information regarding ethical issues in online learning. Introducing the idea of digital ethics and netiquette can shape online behaviors and implementing a set of rules on digital ethics will also create a critical responsibility in conducting online learning can also help on preventing AD.

Keyword Academic dishonesty, digital ethics, integrity, online learning

Introduction

Deceitfulness is one of common problems happens in this world. It became habit for people to do it and hard to handle. These problems also occur in education. Deceitfulness or unethical behavior in work environment related with how they behave on their studies before, which relate with academic dishonesty (AD). Some research also said students tends to do dishonesty in their academic and it will affect on their dishonesty while working. AD is an act that reflects dishonesty which aims to get the targeted academic scores (Nursalam, Bani, & Munirah, 2013). All level of education from elementary into higher education expected to produce a good quality of their graduates.

According to the laws regulating the national education system in Indonesia (UU No. 20 Tahun 2003 Pasal 3), education is meant to help individuals build their abilities and develop their personalities. It implies that education seeks to generate individuals for their character and integrity as much as their knowledge. Unfortunately, as mentioned by Aulia (2015), facts reveal that education focuses mostly on helping students earn a high grade on their diploma with the cost of integrity and honesty are no longer as important. This circumstance is increasingly motivating pupils to take any action to achieve a high grade. For their grades, students frequently plagiarize or cheat. It has turned into a widespread issue in today's educational system. The same issues are being faced by Harvard University, a renowned and well-known university, about 125 bachelor's degree candidates are thought to have plagiarized by exchanging answer papers, while in Indonesia is likewise dealing with issues similar to those at Institut Teknologi Bandung (ITB). The university made public the knowledge that AD also occurs there (Aulia, 2015).

In 2020, the coronavirus outbreak happens worldwide and became a pandemic situation. A global viral outbreak that turned into a pandemic occurred in 2020. Due to Surat Edaran Nomor 4 Tahun 2020 about Implementation of Education in the Covid Emergency Period; requiring individuals to stay at home, all sectors must stop operating (Pusdiklat Kemdikbud, 2020). It also has an impact on Indonesia's educational system, as the minister of education issued new legislation that would change how the country's educational system operates. The entire learning process will be carried out online or through distance learning at home. Online learning is a method of instruction that involves the use of a variety of online interactions and activities. The accessibility, connectedness, and adaptability demonstrate this. Online education has emerged as one of the options for keeping the learning process going during pandemics. The growth of information and communications technology (ICT) may be to answer to this (Sundah & Purba, 2020).

ICT gave more opportunity for people to have access to education. From offline to online means people can learn anywhere and anytime if they have an internet connection. ICT also helps people to keep on track in their education process during pandemics. ICT must be used to handle the limitations of communication that occur during pandemic. While all levels of education from elementary school up to higher education must be closed and all the communication and learning process must be done digitally through learning management systems (LMS), social media or even online messaging applications. Shifting from offline education into online education has its own problems and challenges (Niyu & Purba, 2021). The challenge is mostly how to keep the student's integrity.

Making assured that the students maintain and display their academic integrity is challenging. According to a poll, ICT development is more like a two-edged knife (Gevorgyan, 2022). ICT makes studying easier and more beneficial for students, but it also has the potential to be abused or provide students with additional possibilities to commit academic fraud. If the educator's monitoring does not match the sophistication of ICT, cheating chances are increased. Based on the research by Christiana et.al. (2021) the result shows that academic dishonesty especially cheating increased during the pandemic at several universities (Christiana, Kristiani, & Pangestu, 2021). This practice of academic dishonesty is also made simpler by gadgets that make such as the ability for students to converse while completing

homework, assignments, or even exams. Today, using two devices simultaneously is becoming typical among students, one for participating in classroom exercises, and the other for using search engines like Google to hunt for solutions (Astuti, 2022).

Theory and Method

In their investigation into the connection between the psychopathy characteristics and academic dishonesty, Baran and Jonason (2020) discovered that individual variations in motives for mastery and performance would act as a mediating factor for academic dishonesty (AD). While performance motivation is focused toward reducing anxiety and is associated with learning to prove one's worth to others, mastery motivation is supported by the need for achievement and is linked to learning to acquire knowledge. They looked at connections between the prevalence of student academic dishonesty and aspects of psychopathy as defined by the triarchic model of psychopathy (i.e., lack of inhibition, meanness, and boldness) (Baran & Jonason, 2020). Additionally, Baran and Jonasson (2020) found that students who scored higher on meanness and disinhibition, but not daring, reported engaging in academic dishonesty more frequently.

The ethical dissonance discussed by Blau & Eshet-Alkalai (2017) demonstrates that learners' experiences with academic dishonesty behaviors are expressed by the consistent findings, that the prevalence of all types of academic dishonesty was significantly higher than the perception of their legitimacy, and that students engage in AD despite believing it to be unethical. The most prevalent form of AD in the digital environment, seen as the most legitimate, and with the highest Ethical Dissonance Index (EDI) is plagiarism (Blau & Eshet-Alkalai, 2017)

Seibert et al. (2019) assert that issues with digital scholarship are spreading across society as a whole. We must think about how to preserve both our own works and those of others with proper attribution and usage, which might require a formal agreement. Knowing, understanding, and studying netiquette is crucial in a world where information and communication technologies (ICT) have changed how people socialize and communicate, even though the field of study is still in its early stages (Soler-Costa et al., 2021).

Academic dishonesty as defined by Pavela (1978) contains four elements; Cheating is the deliberate or attempted use of unapproved sources of information, materials, or study aids in any academic endeavor. Academic dishonesty An Educator's Guide, n.d., defines fabrication as the "intentional and unauthorized falsification or invention of any information or citation in an academic exercise; plagiarism as the intentionally adoption or reproduction of another person's ideas, words, or statements as one's own without acknowledgment; and facilitation of AD as the "intentional or knowingly helping or attempting to help another" engage in some form of AD.

Academic dishonesty is a prevalent issue in colleges all around the world, which has unfavorable effects on both students and the educational system. Determine the

specific tendencies that encourage cheating in order to address this issue in an effective manner (Baran & Jonason, 2020). Implementing the aforementioned prevention strategies won't result in a decrease in academic dishonesty if faculty members do not abide by and apply the established standards, despite the fact that the prevalence of this occurrence is reported in study to be worldwide (Baran & Jonason, 2020)

Academic dishonesty is also unquestionably not a recent phenomena. According to Blau & Eshed-Alkalai (2017), AD is a breach of academic integrity and a non-legitimate behavior that takes place when learning activities, such taking tests and writing papers or homework, are being completed. According to recent data, the use of digital tools (such as computers, tablets, and smartphones) for legitimate learning purposes is linked to their frequent use for academic activities that are not legitimate, like exchanging test answers during exams or reading prepared summaries from smartphones during exams (Blau & Eshet-Alkalai, 2017). This makes technology-based AD in online environments simpler.

Online learning (OL) activities go by many names, one of which is e-learning, which stands for open, flexible, and distributed learning. E-Learning can be defined as a novel approach to delivering a well-designed, learner-centered, interactive, and facilitated learning environment to anyone, anywhere, at any time, by combining the attributes and resources of various digital technologies with other types of learning materials suited for open and distributed learning environments (Khan, n.d.). This makes technology-based AD in online settings easier.

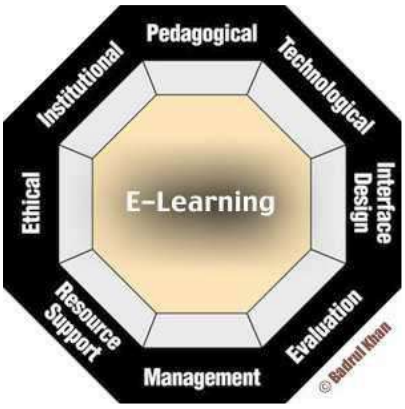


Figure 1. The E-Learning framework

Khan (2010) describes every aspect and step of the e-learning design process in his e-learning framework. The ethical considerations of e-learning related to social and political influence, cultural diversity, bias, geographical diversity, learner diversity, digital divide, etiquette, and legal issues were explored (Khan, n.d.). Digital Ethics, on the other hand, goes in depth into the shifting legal and ethical dimensions

of digital ecologies and investigates productive approaches for theorizing, understanding, and responding to difficult ethical issues online (Reyman & Sparby, n.d.). Khan sees ethics with consideration of many aspects to review before it implemented in the online learning setting.

Macfarlane argues that an understanding of ethics depending on detailed codes of rules and regulations is very restrictive and takes professionals' autonomy away also limiting their critical thinking about their own practice (Haughey, 2007). Association for computer machinery list The Code of Ethics outlines the general moral obligations as: (1) promoting society and human welfare; (2) avoiding harm to others; (3) being honest and trustworthy; (4) being fair and acting to avoid discrimination; (5) honoring property rights such as copyrights and patents; (6) giving proper credit for intellectual property; (7) respecting others' privacy; and (8) maintaining confidentiality. With an emphasis on polite communication and using/sharing information, this list offers a broad structure for online learning settings, this structure may inspire organizations to create their own user guidelines (Toprak et al., 2010).

Methods

This research used a qualitative approach and phenomenological method to describe the experience regarding ethics and academic dishonesty in the online learning setting. Phenomenological research is an approach to inquiry that originated in philosophy and psychology in which the researcher captures the essence of different participants who have all had the phenomena experience by describing the lived experiences of persons about it as stated by participants (Creswell & David Creswell, 2018).

In this study, the inquirer tries to construct a description of the phenomenon, researcher does an interview asking what the participants experienced and what contexts or situations in which they experienced it. Primary data was collected from the individual as the unit of analysis to obtain relevant information regarding their experiences and field of expertise. Purposive sampling is a selection of samples to represent according to the discussion purpose. Primary data were obtained using the in-depth interview method and conducted with: Internal Review Board (IRB) For Ethical Review and lecturer Edwin Tambunan, lecturer of online learning program Azalia Gerungan, parent X, parent Y, student X, and student Y. Secondary data were obtained from articles, journals, print-online media, and any other sources.

Findings and Discussion

AD Findings

While still struggling with online learning settings, parents of the younger children also experience the struggle with academic pressures. Pressures from assisting younger children follows by the decreased ability in learning become an excuse for doing AD for online exam settings. The AD motivation not only comes from students but also could be facilitated by their parent's intention to encourage them to get a better score or pass their test. Student X said, using tools such as a calculator,

which is forbidden for mathematics class, were also become a common case in the online setting class, since nobody will notice. A student practicing this AD behavior feels that they will not be getting caught and punished. Some parents will turn a blind eye to it, while some parents will try to be strict in reminding them that AD and this is not the right thing to do. The involvement of parents and teacher as a gatekeeper will also give a contribution regarding AD.

Facilitating AD by intentionally or knowingly helping or attempting to help another engage in some form of AD (Whitley & Spiegel, 2002) , nowadays, there are businesses that specialize in facilitating AD by purposefully or deliberately assisting or attempting to assist another person in engaging in some sort of AD, such as ghostwriters. It is possible to hire someone to complete tasks like as tests, assignments, and even theses. Freely available information regarding enabling this AD may be accessed online. It's simple to discover advertising or promotion for this "service," and they actively market it on all social media platforms.

As for one of the interviewees AD was seen as not being honest academically. It is a practice of misconduct academic, can be done intentionally or unintentionally. It's a violation of academic integrity. In online settings, students have more freedom to do things anonymously, for example, plagiarism. It's not only an act of copying others' work and claiming it as for oneself, but can be as doing something for other people, which in Pavelas' framework as facilitating AD.

The interviewees also found a practice in online learning can be done by using another gadget. The students made a group of discussions while doing the assignment online. The students share the answers in the group. Other than that, AD can be done by one person that might be taking an exam or assignment first and after that share the answer to others. The consequences implemented in a class if AD happens to depend on how fatal the students made an AD. The interviewees did not directly fail the class for the students caught on doing AD. Observation and investigation need to be done first, but mostly the consequences are already declared at the first meeting of the class. The rules in class are already shared and the students also agree with that. So, if in the future AD happens, the students can't complain about the consequences received.

Students often do copy paste without checking it first or even without rephrasing. The misconduct also counts if students did not cite or make a citation for their ideas shared in an assignment or a discussion. Other than that, students also can check their assignments or homework by searching it on search engines and looking for the right answer. It all made possible by the internet. About the citation can be prevented by giving more education about citations to helps students to make a proper citation to prevent it counts as plagiarism.

Another example brought up is regarding attendance, the culture of higher education in Indonesian settings demands the actual presence of a student. Attendance is a must and counts for a portion of their grade. However, the absence of tools and standards in the current developmental situation makes it difficult for us to carry out reprimands and sanctions. If the COC for onsite learning were applied in online settings, it won't fit the purpose of the learning settings.

Challenges with digital threats and helping tools or apps

After the lockdown, onsite learning was shifted to online, especially in the last 2 years, there is a very drastic change and the accelerants are increasingly regarding access to information. In the past, with limited access to information, we became very cautious as well as facilitated, which means that we only dabble with manageable data access, while in the online learning settings access and information are overflowing. Unlimited access to information and in the midst of this indefinite information, we tend to be less careful. Our carelessness is also made easier by having tools available to us now.

Online environments make it simpler for people to engage in all types of AD behaviors. One of the more common forms of AD nowadays, for instance, is individuals plagiarizing others' English-language writings and translating them into other languages without acknowledging the authors. People can claim the rights to other people's works simply by copying and pasting them into another language. Plagiarism may take on a variety of shapes. According to the interview, AD becomes harder to prevent in online settings since ICT not only facilitates learning by giving students access to material whenever and wherever they need it, but also makes AD easier.

ICT also provides some easiness for an academician to check about plagiarism. More plagiarism checker tools have been developed today. It's supported by the study about AD in higher education conducted in 2017. The study showed how ICT eased access to information for students. Information becoming easier to acquire. It proved how the internet and other kinds of electronic media-based teaching impacted AD. The rapid development of ICT become a huge problem for education today. Internet gave the ability to access all kinds of information worldwide and without limits. ICT makes AD more effective, especially for plagiarism (Mustapha, Hussin, Siraj, & Darusalam, 2017).

Tools that can be accessed to encourage what we think as a practice of AD before, nowadays become common things among students or even for educators to use. Some of our findings on technology base AD show that some apps were used to manipulate online attendance (e.g. Beulr and Automeet), a distraction for connection (i.e. Net Limiter), Paraphrasing, and essay writing tools (e.g. Essaybot, paraphraser.io, essay ai lab, essay typer, etc). Tools that were created with the purpose of manipulating or cheating could be counted as AD, but some apps such as Paraphrasing and essay writing tools are still in controversy as these might be good tools for helping or can be counted as AD at some level. Cheating, fabrication and plagiarism become a grey area when it comes to this kind of case.

When we are going online, we will find it is difficult to determine this AD since the characteristic of learning are different. We can say that absenteeism is dishonesty because, in long learning, it is important to be present on the spot and to prove to be present, in addition to participating in the learning, he must also be absent. Now such conditioning does not exist. A virtual class is not the same as an onsite class. We can't borrow the same logic for onsite classes to implement in online classes. Thus, the absence of a person, even if it seems to be present on the camera screen, can we say it is AD? Moreover, in fact, the class was recorded as well, where he could participate in the learning later. The setting is very influential. But if we're talking about conscience, of course, it's dishonesty. Going back again to one's Conscience, it's very personal.

Since the existing standards are only used to regulate the things that happen in previous learning settings, we are now in a position of dilemma, on the one hand, we are trying to uphold academic integrity, where we are trying to prioritize academic ethics, but on the other hand, we are not equipped with instruments that enable us to be able to control whether the student or colleague has understood ethics and applied it. Even if we want to firmly implement academic integrity, and enforce ethics in academia, there is a lack of instruments that can be used while at the same time we are dealing with a rapid change.

For this online setting and digital access to information, AD at some point stands in the grey area. Purpose and motive will depend on the personal standpoint. Another setting from application to prevent plagiarism can be a good tool to detect AD, but unfortunately, some applications also promote a way to make this plagiarism undetected. While in some of academic seminar encouraging the researchers to use paraphrasing tools, at some point students are not encourage to do so. This gray area with reference to employing assistance tools has not yet been resolved in discourse.

Ethical issue and Code of Conduct

The speed of this change with digital culture has not been followed by the new standard, the new code of conduct (CoC) for online learning settings. We are still running using the existing CoC, which this CoC has going through a fairly long development process, but is no longer entirely appropriate to apply for development in the present setting. Change certainly requires us to produce something different as well as to regulate that change. We can't possibly use the old standards to set up new changes. We need something new to set up the new changes. That becomes a gap that we are facing now.

For ethical issues, some universities design their academic integrity policy and procedures to combat AD. The University of Maryland, University of North Florida, and St. Petersburg College were among some universities that apply this ethical digital user to encourage them to create a set of practices for using digital sources ethically. They display not only rules, but give sources that might help to equip and educate their member.

It’s important to make it clear from the beginning for students aware with the consequences await if they do AD. Most of the consequences are the deduction of the score based on what they did and only the scores not by failing the class. To be exact if students did AD on one of their assignments so the deduction is only for the assignment. A discussion also can be done before giving the consequences. Students caught on doing some AD tend to apologize for what has been done and promised not to do it again in the future.

For preventing AD happens in the future, what can be done by the lecturers is mostly to be more creative than the students. As a lecturer cannot stop learning especially with the rapid development of ICT. Lecturers need to keep updated with the technology too. Lecturers can stop learning. Technology also can be used to prevent AD, especially plagiarism. There’re several plagiarism checker tools developed and can be found on the internet. Lecturers can integrate it with their teaching.

For example Turnitin, it can be embedded into teaching by being installed on LMS that is used in class. By embedding it, automatically all the assignments submitted can be checked for their level of plagiarism. Lecturers also must set the minimum percentage to be counted as plagiarism. Also important for lecturers to set it clear from the beginning of class. As a result, assessing which areas need to be addressed for a specific student (e.g., understanding of plagiarism, capacity to defer pleasure, or seeing knowledge acquisition as a value) and allowing the instructor to pick an effective strategy to remedy them might be a good option (Baran & Jonason, 2020).

Rules and consequences need to be shared and agreed upon by the student at first. The absence of standardized and codified university regulations involving cheating, faculty unwillingness to taking formal action against dishonest students, and the lack of focus on student traits linked to a predisposition to cheat make it difficult to prevent academic dishonesty. Based on the findings of our study, lecturers may be able to solve such challenges by: increasing the quantity of oral exams to combat the potential of cheating by unruly and rude students; strengthening students' mastery-goal orientation, for Example, by using competency-based assessment more frequently; promoting students' self-efficacy in an academic setting, Example: by giving spaced evaluated tasks, and the chance to practice skills needed for their fulfillment (Baran & Jonason, 2020).

Each institution is urged to develop its own guidelines and set a standard that can be used to bridge the gap in the online learning setting as the Code of conduct for Ethic in the Online Learning Setting has not been established for the Indonesian Education System. There must be several tools that also take into consideration these vastly varied properties of OL learning if we are to establish this clearly and unmistakably. The system of discipline and discipline is still in place for both in-person and online learning; the only thing that has changed is the limitations on what constitutes academic dishonesty.

Conclusion

Findings on AD practice in this online learning setting have brought up more than just cheating in the classroom settings as in the onsite learning. As AD itself is not a new phenomenon, the online learning setting brought up an even more complex instrument to be reviewed to combat this practice. Drawing a clear line on what is AD and what is not, will help all parties involved in this digital learning environment.

To prevent Online learning AD, the application of the E-learning framework by educators will equip them in handling online learning setup. Ethical aspects including the ethical considerations of e-learning relate to social and political influence, cultural diversity, bias, geographical diversity, learner diversity, digital divide, etiquette, and legal issues (Khan, n.d.) must be considered and applied in a proper way to create a healthy learning environment and supporting academic integrity.

As technology and the development of the digital world keep evolving, challenges with digital threats and helping tools apps cannot be stopped and will always exist to take their place in a digital environment. It will become an advantage or a threat to education will depend on how we use it and the ethics that society of education

agrees on. Since the grey area of AD is still in the debate, academic integrity policy and procedures can be created as a code of conduct for guidance and solution for an education institution.

Further study on AD in quantitative research will give a great contribution in findings more information to give another point of view on AD. The researcher also encourages the research to formulate a code of conduct for online education settings.

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Analysis Of Asynchronous and Synchronous Models in Mathematics at Xaverius 2 Bandarlampung

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Abstract

This study analyzes online learning Asynchronous learning models and Synchronous learning models are communication media that are used instead of face-to-face learning. With the aim of knowing the extent of the difficulties in online learning at SMP Xaverius 2 Bandarlampung. This research uses descriptive qualitative research method. The population in this study were all students of class IX SMP Xaverius 2 Bandarlampung which consisted of 4 classes with a total of 125 students. The sample used in this study consisted of two classes, namely class IX A totaling 32 children and class IX D totaling 30 children. The data collection technique in the form of a questionnaire distributed through Google Form aims to describe student responses regarding student difficulties in online learning using the model. Asynchronous learning through Google Classroom media with Synchronous learning model through Zoom Meeting. The results of the research on learning difficulties questionnaire stated that the highest learning difficulties in the online learning process were of learning implementation. And learning difficulties in the low category are indicators of external factors. Thus, it can be concluded that there are online learning difficulties between the Asynchronous learning model and the Synchronous learning model.

Keywords: Asynchronous, Synchronous, learning difficulties.

Introduction

The 4.0 revolution has encouraged technological innovations that have an impact on fundamental changes in technological systems. The hallmark of generation 4.0 is the use of artificial intelligence (artificial intelligence), marked by genetic engineering, the replacement of human power by computer-controlled robots. We have consciously entered a transitional period from the Industrial Revolution 4.0 era to the era of society 5.0 which is a new era oriented towards human welfare and technology-based (Fansyuri & Fahiroh, 2021). The world of education is in a society that has entered the Industrial 5.0 era where the development of this digital revolution era demands the use of technology as a tool in improving academic quality.

The changes in the Revolutionary era certainly have an impact on the world of education, both in terms of systems and learning processes (Maskar & Wulantina, 2019). In this era of digital change, 21st Century Skills must be mastered by students. These skills include the ability of students to think critically, be able to solve problems, be creative and innovative as well as communication and collaboration skills (Risdianto, 2019). Not only for students, educators are also required to be ready to face the changes in this revolutionary era by improving 21st century skills. Educators must have strong core competencies and master soft skills such as critical thinking, creative, communicative and collaborative. Because the teacher's role is as an example of character, passion and inspiration (Risdianto, 2019).

Circular of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 regarding government policies towards education during the Covid-19 pandemic, which contains the implementation of online learning processes instead of face-to-face learning processes with the aim of preventing the spread of Covid-19 in schools (Admin, 2020). The policy certainly requires school education units to change the teaching and learning process system to be online in a short time. Learning is carried out simultaneously from kindergarten, elementary, junior high, high school to university levels. Online learning applied in this pandemic era has accelerated the industrial era 4.0 and society 5.0 (Maskar et al., 2020). Online learning can also be carried out because of several supporting factors including mobile phones, quotas, and a stable and good internet network (Putria et al., 2020).

In addition, in the midst of this pandemic era, the selection of learning media according to the characteristics of students is very important. Therefore, teachers must innovate in teaching and learning by utilizing information and communication technology, through various online learning media, one of which is social media (Sunarti, 2020). According to research by Amadea & Ayuningtyas, (2020) said that the implementation of online learning uses a learning model which is divided into two, namely the Asynchronous learning model and the Synchronous learning model. Asynchronous learning model is a learning interaction that is carried out not at the same time or it can be interpreted that the learning process can be carried out flexibly, where students can learn anywhere and anytime without waiting for the presence of educators directly (Wahyuningsih & Sungkono, 2017).

While the Synchronous learning model is a learning where students and educators interact directly at the same time (Pakpahan & Fitriana, 2020).

The online learning process using communication media that is accessed using a network, where teaching and learning activities are carried out virtually has been carried out at Xaverius 2 Junior High School Pahoman Bandarlampung. The Xaverius Tanjung Karang Foundation has established online learning as an effort to deal with the COVID-19 pandemic, so that the learning process continues to run well. SMP Xaverius 2 bandarlampung establishes online learning using the Asynchronous learning model through the Google Classroom platform and the Synchronous learning model through the Zoom Meeting platform. The head of the Xaverius Tanjung Karang Foundation determined the two learning models, because he felt that the learning models could help the learning process to the maximum.

Based on the discussion above, we can conclude that online learning that is carried out using communication learning media in this pandemic era is going well. The acceleration of online learning in addition to having a good impact on the technological progress of students in the 5.0 Revolution era, also has an impact on educators, namely the emergence of quality educators in accordance with the development of the 5.0 Revolutionary Era. Of course the good impact is inseparable from the many obstacles and even the bad effects of online learning, namely students who are not ready to face online learning, the lack of availability of communication tools such as cellphones, lack of internet facilities, and the emergence of difficulties in online learning such as lack of understanding. concepts and more.

From the above background, the researchers decided to conduct research to find out how far the difficulties of students in learning mathematics using the Asynchronous learning model through the Google Classroom platform with the results of students learning mathematics using the Synchronous learning model through the Zoom Meeting platform. Because the two learning models have different uses and different effectiveness and have negative and positive impact.

Theory and Method

This study used descriptive qualitative method. This study was used to analyze the extent of students' online learning difficulties in mathematics subjects with Asynchronous learning models and Synchronous learning models. This research was conducted at SMP Xaverius 2 Bandarlampung for the academic year 2021/2022. The research subjects were students of class IX A and class IX D with a total sample of 62 students. The way to determine the sample is to use purposive sampling, namely sampling based on the objectives of the researcher and the decision to take the sample depending on considerations so that it is useful and is considered representative of a population (representative). The data collection technique in the form of a questionnaire distributed through google form aims to describe student responses regarding student difficulties in online learning through Google Classroom and Zoom Meeting media. The questionnaire was made based

on 3 indicators of learning difficulties, namely technical difficulties, implementation of learning and difficulties of external factors. The questionnaire instrument uses a Likert scale with a scale ranging from 1-4 with alternative choices of answers, namely, Strongly Agree (1), Agree (2), Disagree (3), Strongly Disagree (4), where respondents are asked to answer the questionnaire statement so that students are required to choose one alternative answer that is in accordance with what students experience by giving a check mark (√). The statement items are arranged to find out the difficulties experienced by students in online learning in the form of Unfavorable. The difficulty questionnaire instrument table is presented as follow:

Table 1. Indicators and Sub-Indicators of online learning difficulties.

INDICATOR	**SUB INDICATOR**	**POINTS**
Technical	Quota strength and signal	1,2
	Inability to learn online	3,4
Implementation of learning	Students' motivation and interest in learning.	5,6,7
	Teacher's Explanation	8,9,10
	Student activity	11,12,13,14,15
	Assignment	16,17,18
Factor External	Support from parents and the environment.	19,20,21
	Support from school	22,23
TOTAL STATEMENT		**23**

Findings and Discussion

After distributing the questionnaires, then data analysis was carried out in the form of an overview of the results of the questionnaires that had been distributed to class IX A and class IX D at Xaverius 2 Junior High School Bandarlampung with the aim of knowing the extent of the difficulties in learning mathematics through online learning using Asynchronous and Synchronous learning models. Based on the questionnaire analysis of the learning sultanate, the results of student responses were obtained based on the following indicators.

a. Technical Difficulty Indicator

This technical difficulty indicator describes the difficulties that affect the signal and the inability to learn online. There are 4 questions in this indicator, the signal strength and quota sub-indicators give a low negative response, where 88% of students do not agree that signals are often constrained and only 15% of students experience running out of quota when online learning. Meanwhile, the sub-indicator of students' inability to learn online is also low, where as many as 47% of students do not understand the material because online learning, 16% of students are not proficient in accessing the internet. Few students experience difficulties in technical indicators, this shows that online learning difficulties are mostly not caused by signals and students' lack of understanding in accessing online learning media. This can be seen clearly in table 4.2.

Tabel 4.2 Technical indicator results

Sub Indicator	Statement	Percentage			
		SS	S	TS	STS
Signal strength and quota	I often have signal problems when learning online.	0%	11,3%	51%	37%
	I often run out of quota when learning online.	0%	15%	35%	32%
The inability of students to learn online.	I don't understand the material when learning online.	24%	23%	53%	0%
	I am less than optimal in online-based mathematics learning because I am not proficient in accessing online learning media.	3,1%	12,9%	50%	33,9%

b. Indicators of Difficulty in Implementation of Learning

This indicator of the difficulty of implementing learning describes the difficulties in the learning process that takes place in online learning. In the indicators of learning difficulties, there are 13 statements and there are 4 sub-indicators, namely, students' motivation and interest in learning, teacher explanations, student activity and assignment assignments. These three things should be prepared by teachers in providing online-based learning. In the sub-indicators of motivation and interest in learning, students get a fairly high negative response, where 33.9% of students strongly agree and 45.2% of students agree that students feel unmotivated when learning because learning is less interesting. Online learning that takes place also affects students' motivation in learning, where 21% strongly agree and 48.4% agree that they lack motivation in learning. However, there are also 30.6% of students who have motivation to learn when online learning takes place. This shows that online learning has a positive impact

on increasing student motivation when learning online, although it is relatively low. It is undeniable that students also experience difficulties in using learning media so that as many as 77.4% of students find it difficult and bored when online learning takes place. Can be seen in detail in table 3.

Table 3. Answers to Sub-indicators of Motivation and Interest in Learning

Sub Indicator	Statement	Percentage			
		SS	S	TS	STS
Students' motivation and interest in learning.	I'm not excited about learning math online, because it's not interesting.	33,9%	45,2%	17,7%	3,2%
	I don't have the motivation to study hard when learning online	21,0%	48,4%	30,6%	0%
	In my opinion, online learning media is difficult and boring.	22,6%	54,8%	17,7%	4,8%

Furthermore, the results of the recap of the answers to the sub-indicators of teacher explanations are also fairly high, where >80% of students agreed that when online learning took place, the teacher's explanations were more difficult to understand and unattractive because they were considered too monotonous. Students also agreed that the teacher's explanation was difficult to understand because too much material was discussed in one meeting. This shows that the teacher's explanation sub-indicators affect the ongoing learning process. It can be seen in table 4.

Table 4. Answers Sub-indicator Teacher Explanation

Sub Indicator	Statement	Percentage			
		SS	S	TS	STS
Teacher's explanation	Teacher explanations in online math-based learning are difficult to understand.	40,3%	43,5%	14,5%	1,6%
	The teacher's explanation is not interesting because it is too monotonous.	32,3%	50%	14,5%	3,2%
	The teacher's explanation is difficult to understand because too much material is discussed in one meeting.	35,5%	46,8%	17,7%	0%

Different from the previous sub-indicator, the difficulty of the student activity sub-indicator can be said to be quite low, namely the average recap result <70%, where students give a neutral response to each statement. So it can be said that online learning that takes place does not hinder student activity in learning as a whole, but it does not deny that there is an average of 50% of online learning affects student activity. It can be seen in table 5.

Table 5. Answers to the sub-indicators of student activity.

Sub Indicator	Statement	Percentage			
		SS	S	TS	STS
Student activity	I rarely follow lessons on time.	16,1%	41,9%	32,3%	9,7%
	I rarely take online based math lessons because it's boring.	21,0%	30,6%	40,3%	8,1%
	Online-based mathematics learning makes me not independent in doing assignments	29,0%	48,4%	17,7%	4,8%
	I never make a summary of the material given by the teacher.	11,3%	38,7%	38,7%	11,3%
	I never ask when I don't understand.	17,7%	41,9%	32,3%	8,1%

On the difficulty of the sub-indicator of giving assignments, the results are quite high, which is >70%. So it can be said that students have difficulty in working on the tasks given during online learning because there are too many assignments given, the questions given are too difficult and the questions that have not been previously explained. Can be seen in the table 6.

Table 6. Answers to Sub-indicators of Assignment.

Sub Indicator	Statement	Percentage			
		SS	S	TS	STS
Assignment	I was burdened with the assignments the teacher gave, because there were too many.	33,9%	45,2%	17,7%	3,2%
	The math problems that the teacher gives during	24,2%	54,8%	19,4%	1,6%

	online learning are difficult to do.				
	I have difficulty answering math problems, because it has not been explained before.	25,8%	46,8%	25,8%	1,6%

c. Indicators of Difficulty Indicators External Factors.

In the indicators of external factors, there are 3 parties that are seen, namely parents, the environment and the school. There are 5 statements with 2 sub indicators, namely support from parents or the environment and support from the school. Most students gave a neutral negative response to the sub-indicator of support from parents, where 51.7% of students agreed that they did not have the enthusiasm to learn because they did not get support from parents and the environment. This is also supported by 64.6% of students agreeing that parental support and the environment affect student laziness in learning. However, students gave a low negative response to the sub-indicator of support from the school. As many as 68% of students do not agree that there is no support from the school, this shows that most students get support from the school in the form of motivation and enthusiasm in the online learning process that takes place. Schools also provide learning media that support the ongoing learning process. In detail can be seen in the table 7.

Table 7. Answers to Difficulty Indicators External Factors.

Sub Indicator	Statement	Percentage			
		SS	S	TS	STS
Support from parents and the environment.	My parents are not supportive and do not encourage online learning.	19,4%	32,3%	32,3%	16,1%
	I'm lazy to take online math lessons because no one around me can help me with my assignments.	19,4%	45,2%	30,6%	4,8%
	I have a hard time taking online lessons because my parents don't provide facilities.	16,1%	24,2%	38,7%	21,0%
Support from school	The homeroom teacher does not provide support in the form of motivation and enthusiasm during the online learning process.	17,7%	24,2%	41,9%	16,1%

	My math teacher does not provide support in the form of motivation and enthusiasm during the online learning process.	14,5%	35,5%	33,9%	16,1%

However, on the indicators of learning implementation, the results of learning difficulties in mathematics are in the high category. Judging from the students' responses to learning difficulties, 66% of students lacked interest in learning mathematics using bold learning media. Due to the bold process, boring and unattractive learning media make students not have the motivation to study hard. So that it makes it difficult for students to understand the learning material provided, but as many as 44% of students have no difficulty in understanding the material because of bold learning. This is relevant to Intan's research (2020) which states that students' low interest in learning mathematics is because they state that mathematics is a very difficult subject to find, because of the many formulas that make it difficult to explain. As explained, it is said that the implementation of learning needs attention from the teacher so that these activities can make students more effective in the learning process (Anazifa and Djukuri, 2017). So it can be said that the main capital of teachers in improving the quality of learning is to have knowledge in planning and implementing innovative mathematics learning. (Retnawati, 2018) External factor indicators do not have such a big influence on students' obstacles in learning to be brave. However, it cannot be denied that the importance of parental and school support in the learning process is courageous, because with support in the form of motivation and student needs, students can be more optimal in learning to be brave. This is in line with what Dewi (2020) said in the study, namely that the support given to students can be a supporting factor in achieving success in bold learning.

Conclusion

From the discussion that has been described, it can be concluded that there are 2 factors that become difficulties in learning mathematics online faced by students in the application of the asynchronous learning model and the synchronous learning model. % of students have learning difficulties at high criteria. This causes a lack of student interest in learning when learning mathematics online. Low interest in learning will have an impact on the online learning process that takes place. The majority of students often experience lack of enthusiasm while studying, students feel bored, do not have learning motivation, have difficulty understanding the material, difficulties in doing assignments and the lack of student activity in learning mathematics online, because learning that is less interesting is the main factor that students are not interested in learning online math. It is known that 77% of students agree that monotonous and unattractive online learning media makes students feel bored in participating in online learning activities, teacher explanations that are difficult to understand make students also difficult to understand the material. So that as many as 79% of students become less active in learning mathemat-

ics online, marked by a lack of teacher and student interaction, students rarely attend lessons on time, are not independent in doing assignments.

The second factor of learning difficulties is support from family and school, as many as 50% of students have difficulty learning mathematics online on external factors with moderate criteria. Family and teacher support is one of the major influences in improving students' mathematics learning outcomes so that learning can run well, where parents and teachers play an important role in giving attention to the process of student learning development, so students are more enthusiastic in learning and teachers can find out what causes students to have low learning outcomes. Therefore, the lack of motivation and support from families and teachers is a factor in students' difficulties in online-based mathematics learning. In addition to providing motivation and enthusiasm for students, teachers also need to increase the power of creativity and innovation in learning, because this can increase student interest in learning as well.

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FRISCO Criteria: Analysis of Student's Mathematic Critical Thinking Ability on HOTS Test

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Abstract

Critical thinking is an ability that is used to develop students' mindsets in creating critical thinkers in the 21st century. An alternative in training this ability is to get used to completing Higher Order Thinking Skills (HOTS) based on learning as an embodiment of higher thinking. The critical thinking criteria used are Focus, Reason, Inference, Situation, Clarity, and Overview which are acronymized as FRISCO. This study aims to analyze students' critical thinking skills about HOTS in terms of FRISCO criteria.The method used in this research is descriptive quantitative. Data was collected by presenting 6 items of HOTS test , unstructured interviews, and documentation. By using purposive sampling technique, the distribution of the HOTS test instrument was given to 63 students in class XI IPA 3 and XI IPA 5. Interviews were conducted to students with high, medium, and low abilities for deeper analysis.The results showed that the category of mathematical critical thinking skills of students in class XI IPA 3 and XI IPA 5 was at a medium level with an average score of 38.20. If viewed from the FRISCO criteria, the scores and categories in solving HOTS questions each criterion is Focus of 3.21 is classified as high level, Reason of 2.54 is classified as medium level, Inference of 1.68 is classified as medium level, Situation of 2.11 is classified as medium level, Clarity 0.94 is classified as low level, and Overview of 0.98 is classified as low level.

Keyword: Mathematical critical thinking, Higher Order Thinking Skills (HOTS), FRISCO

Introduction

The quality of a nation's education plays an important role in determining the quality of its human resources. In its efforts, education issues the Permendikbud Graduation Competency Standards Number 22 of 2016 which states that the learning objectives include the development of the domains of attitudes, knowledge, and skills that are elaborated for educational units.(Permendikbud 2016)

According to Martina, *Higher Order Thinking Skills* is the ability to manipulate data or information by connecting learning in everyday life that was rarely accepted before, as the purpose of explaining, interpreting, and drawing conclusions from the learning that has been done by students.(Martina et al. 2021) Furthermore, HOTS can be interpreted as the ability in complex thinking processes that include the ability to parse material, criticize, and create solutions to problem solvers.(Budiarta et al. 2018) HOTS has a distinctive feature. The HOTS ability level includes students' abilities or skills in analyzing (analyzing *)* , evaluating (evaluating *)* , and creating (*create*). The HOTS indicators when synergized with Bloom's Taxonomy are(Umar Faruq 2020) (1) Analysis Level (C4) as the level of thinking in compiling the material-solving section in the form of selecting data, organizing, and attributing. (2) Evaluation Level (C5) as the level of decision-making ability based on a criterion with the performance of measuring data and critiquing problems. (3) Creating Level (C6) as the ability to formulate problems, plan completion steps, and produce the results of processing ideas to combine parts to form something more original and up-to-date .

HOTS (*Higher Order Thinking Skills)* has an instrument that can be used to measure higher order thinking skills, one of which is critical thinking. Etymologically critical comes from the word " *Kritikos"* which means consideration and *"Criterion"* which means standard or standard size. Meanwhile, in the Big Indonesian Dictionary, critical has the meaning of being distrustful, trying to find mistakes, and being sharp in analyzing. Critical thinking in mathematics will form students who are able to organize and combine mathematical thinking through communication, analyze and evaluate mathematical thinking and strategies, and can use mathematical language to express mathematical ideas appropriately. Critical thinking in mathematics is defined as mental activity carried out using various steps in the scientific method.(Abdullah 2013)

Critical thinking by Robbert H. Ennis has six indicators or benchmarks, including: *Focus, Reason, Inference, Situation, Clarity,* and *Overview* which is an acronym for FRISCO.

Based on preliminary research using HOTS questions on 14 students in class XI IPA 3, there were 9 students who were able to solve the questions and 6 students could not solve the questions given. Analysis of the initial test in the class, the critical thinking criteria measured were *Focus, Reason* , and *Inference* . As shown in Figures 1 and 2 that students are not able to solve the problem because some criteria are not met.

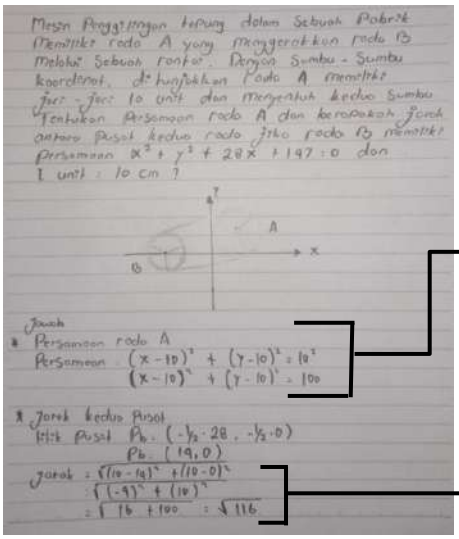


Figure 1. Not Fulfilling Focus Criteria from Observation Results

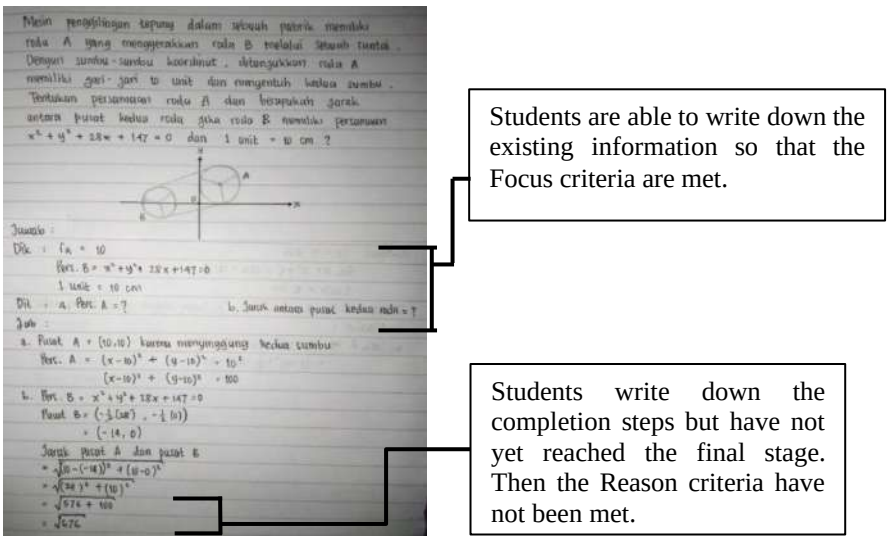


Figure 2. The Reason Criteria are not Fulfilled from the Observation Results

In Figure 1, students do not write down information from the problem which causes errors in calculations so that the questions are not resolved. Similarly, in Figure 2, students did not write down the completion steps to the end, so the questions did not get the real answer. There is an imbalance related to the ability to think critically between expectations and the facts that occur in classroom learning,

encouraging researchers to conduct this research. Based on these problems, the researcher considers that it is very important to examine the extent to which students' mathematical critical thinking skills at SMAN 1 Punggur are critical. Alternative efforts to overcome this inequality are carried out by developing HOTS-based questions that are used in the habit of solving problems in learning that train critical thinking skills.

Theory and Method

Theory

Critical thinking according to Ennis there are 6 basic indicators, namely focus, reason, inference, situation, clarity and overview. Focus is to focus the questions contained in the problem to make decisions about what to believe. Reason is knowing the reasons that support or reject decisions made based on the facts in the problem. Inference is making reasonable or convincing conclusions. Situation is understanding the situation and keeping the situation in mind to help clarify questions and know the meaning of supporting decisions taken. Clarity is explaining the meaning or terms used, and Overview is reviewing and thoroughly researching the decisions taken. The indicators of critical thinking skills are listed in the following table:

Table 1. FRISCO Ennis . Critical Thinking Criteria and Indicators(Ennis 2011)

Critical Thinking Criteria	Indicator
Focus (F)	a. Students are able to understand information and interpret problems in the questions given. b. Students are able to distinguish relevant and irrelevant information.
Reason (R)	a. Students are able to provide reasons based on relevant evidence or facts for each step in making a decision or conclusion.
Inference (I)	a. Students are able to draw conclusions correctly. b. Students are able to give appropriate reasons to support the conclusions that have been made
Situation (S)	a. Students are able to use all appropriate information on the problem, including information that is not given.
Clarity (C)	a. Students are able to explain the terms contained in the problem and provide further clarity. b. Students are able to provide examples of cases that are similar to existing problems.
Overview (O)	a. Students research or re-examine from the beginning to the end of the completion thoroughly.

Research Types and Approach

This type of research is descriptive quantitative to describe the conditions of learning in students as measured by numbers and then described (Setiana, Nuryadi, and Santosa 2020). The approach method used is a survey with the aim of analyzing students' mathematical critical thinking skills on HOTS questions.

Research Procedure

The implementation procedure in this research is as follows: 1) Preparation stage, compiling research proposals, taking care of administration to determine the schools used as research locations, and making HOTS test instruments. After that, testing the validity, reliability, level of difficulty, and distinguishing power of the test instrument. 2) Implementation stage, giving HOTS test questions for class XI IPA 3 and XI IPA 5 and correcting the results of the work using scoring guidelines. After that, they conducted interviews with 18 students who were taken by purposive sampling representing each level of the criteria sought using the standard deviation. 3) Data Analysis Phase, researchers analyzed the data from the HOTS test results and interviews that had been conducted, then the researchers classified the data obtained based on the FRISCO mathematical critical thinking criteria. 4) Researchers make and compile reports with data obtained in carrying out research.

Population, Sample, Time, and Research Location

The population in this study were all students of All class XI IPA of SMAN 1 Punggur. *Purposive sampling* was used to determine a sample of 63 students consisting of high, medium, and low ability students, each representing the criteria being measured, namely FRISCO. The study was conducted on May 18, 2022, attended by all students of class XI IPA 3 and XI IPA 5 at SMAN 1 Punggur.

Research Instruments

Students are asked to work on the HOTS test questions that measure mathematical critical thinking skills. The test consists of 6 items of description done in 90 minutes.

Data Collection Technique

The research uses the following data collection techniques: 1) The test method is used to determine students' mathematical critical thinking skills in HOTS-based questions . 2) The unstructured interview method is used to collect information about the status of an existing symptom, namely the state of the symptoms according to what they were at the time the research was conducted. 3) Documentation method is used as a basic requirement in this research to collect important data such as the list of names of students in class XI IPA and profiles of SMAN 1 Punggur.

Data Analysis Technique

To test the feasibility of the test instrument, the validity, reliability, level of difficulty and discriminating power were calculated.(Sugiyono 2007)

Aiken's V . validity test formula

$$V = \frac{\Sigma \quad s}{[n(c-1)]}$$

Information :
s = r – Lo
Lo = the lowest score of validity (1)
c = the highest score (4)
r = number given by validator
n = number of validators

Cronbach's Alpha . reliability test formula

$$r = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum s_1^2}{s_2^2}\right)$$

Information :
r_{11} = Instrument reliability coefficient (*Cronbach's Alpha)*
k = the number of questions or the number of questions
$\sum s_1^2$ = total variance of items
s_2^2 = total variance

Difficulty Level Formula

$$TK = \frac{\underline{X}}{SMI}$$

Information :
TK = Difficulty index
$\underline{X}$ = The average value of each item
SMI = Ideal maximum score

Distinguishing Power Formula

$$DP = \frac{\underline{X}_A - \underline{X}_B}{SMI}$$

Information:
DP = Distinctive Power
$\underline{X}_A$ = Average score of the top group
$\underline{X}_B$ = Average score of the lower group
SMI = Ideal maximum score

The analysis step of the students' mathematical critical thinking ability test results used the final score, percentage calculation, categorization of students' mathematical critical thinking skills, and descriptive analysis of FRISCO's mathematical critical thinking criteria in depth using unstructured interview techniques .

Score Calculation Formula

$$N = \frac{a}{b} \times 100$$

Information :
N = Value obtained by students
a = The number of scores obtained by students from each criterion
b = The maximum score of each criterion

Percentage Calculation Formula

$R_i = \frac{n_i}{N} \times 100$

Information :

R_i = Percentage of students in the ith category of mathematical critical thinking ability

n_i = the number of students in the category of the i-th mathematical critical thinking ability level

N = Number of research respondents

Categorization Formula

Table 2. Categorization of Students' Mathematical Critical Thinking Ability(Affandy, Aminah, and Supriyanto 2019)

Interval	**Category**
$X > \underline{x} + 1 \cdot SD$	High
$\underline{x} - 1 \cdot SD \leq X \leq \underline{x} + 1 \cdot SD$	Medium
$X < \underline{x} - 1 \cdot SD$	Low

Information:

X = Value achieved

$\underline{x}$ $= \frac{X_{total\ seluruh\ siswa}}{n}$

x_i = i-th data

n = Total data (students)

SD = Standard Deviation$= \sqrt{\frac{\sum (x_i - \underline{x})^2}{n}}$

Findings and Discussion

The results of the validity test show that all items get a value between 0.4-1.0 so that the results of testing items on research instruments 1 to 6 are valid. By using the calculation of the *Alpha formula* , the results obtained $r_{11} = 0{,}968$with a significant level $0{,}05$ and $n = 32$. Thus, because $r_{11} > 0{,}60$it can be stated that the test instrument used is reliable. The results of the analysis of the calculation of the level of difficulty on the test instruments items 1 to 6 are classified as moderate so that all items are feasible to use. The results of the calculation of the Distinguishing Power criteria have a Good interpretation so that the test instrument can be used for research.

The results of the calculation of the average score of class XI IPA 3 and XI IPA 5 is 38,20 . From the results of these calculations obtained a standard deviation value of 17 to get a limit in measuring the category of students' mathematical critical thinking ability level.

Table 3. Categorization Limits of Students' Mathematical Critical Thinking Ability

Interval	Category
$X > 55{,}195$	High
$21{,}20 \leq X \leq 55{,}195$	Medium
$X < 21{,}20$	Low

From the results of categorization, obtained:

Table 4. Number of Students in Each Category

Category	Class
	XI IPA 3 and XI IPA 5
High	8
Medium	41
Low	14
Amount	**63**

The percentage of the number of students in each category is as follows:

Table 5. Percentage Category of Mathematical Critical Thinking Ability

Category	Class
	XI IPA 3 and XI IPA 5
High	12,7%
Medium	65,08%
Low	22,22%
Amount	100%

Based on the results of data analysis obtained , students who have mathematical critical thinking skills in the high category on average get a score of 4 out of an ideal score of 5. In addition, students who have high mathematical critical thinking skills are mostly able to answer all HOTS questions, but the most students managed to answer the HOTS questions that measure the *Situation* and *Overview criteria* . Students who have mathematical critical thinking skills in the medium category on average get a score of 2 out of an ideal score of 5. From 41 students who have moderate mathematical critical thinking skills, 20 students are able to answer HOTS questions that measure the *Inference criteria*, 18 students are able to answer questions HOTS which measures *Focus criteria*, and 12 students were able to answer the HOTS questions that measured the *Reason criteri* . Meanwhile, students who have mathematical critical thinking skills in the low category on average get a score of 0 out of an ideal score of 5. Out of 14, only 2 students are able to answer the HOTS questions. A student is able to answer the HOTS questions that measure the *Focus* criteria and a student is able to answer the HOTS questions that measure the *Inference criteria.* Most students write down their work, but are unable to solve problems that measure the criteria for each given question.

If the overall test results are reviewed from each criterion of students' mathematical critical thinking abilities, it is obtained:

Table 6. Student's Mathematical Critical Thinking Ability Test Results Each Criterion

Criteria for Mathematical Critical Thinking Ability	Average Score	Ideal Score	Category
Focus	3.21	5	High
Reason	2.54	5	Medium
Inference	1.68	5	Medium
Situation	2.11	5	Medium
Clarity	0.94	5	Low
Overview	0.98	5	Low

Based on the table, it is shown that the criteria with the highest achievement is *Focus* in criticizing and looking for the focus of information in the problem with an average value of 3.21. The achievement of the second highest criteria is *Reason* , which is being able to complete the completion step as an accurate reason with an average achievement value of 2.54 . Not far from the previous criteria, the *Situation criterion* , namely recognizing situations to solve contextual problems, got an average achievement value of 2.11 . Furthermore, the value of 1.68 is the average achievement of students on the *Inference criteria* , namely the ability to draw conclusions to get answers. In Checking the solution of the problem to ensure the correctness of the answer, namely the *Overview criterion*, the average student achievement score is 0.98 . While the criteria that get the lowest achievement value is to provide re-clarification so that it does not contain multiple interpretations, which in this case is the *Clarity criterion* with an average achievement value of 0.94 .

Discussion on Criterion F (*Focus*)

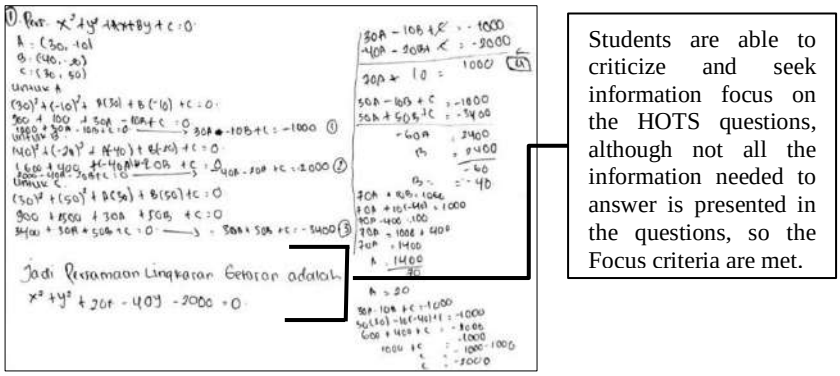


Figure 3. Answers of High Ability Students on *Focus Criteria*

The average ability of students' scores on the *Focus criteria in solving HOTS questions reached an* average success score of 3.21 with an ideal score of 5 . This achievement belongs to the high level category. When viewed from all criteria, *Focus* is the criterion with the highest achievement. This means that most of the students fulfill the ability to criticize and seek to focus information on the problem as shown in the picture . Based on the results of interviews with students, he is able to answer the researcher's questions , understand the problems and ways of doing things finish it. Students are also able to filter information that is needed and not needed. He also criticizes the problem in order to get information that is not included in the question.

Based on the achievement scores, most of the students were able to criticize the HOTS questions to sort out the information needed to be able to answer the problems . This is supported by research conducted by Fatikasari that in solving HOTS questions, most students are able to answer questions according to the context of the problem, write down known information and information that is the point of the problem on the answer sheet.(Fatikasari 2020) Although most students were able to criticize the questions, some students were not able to arrange steps to find answers. This is because students are used to solving LOTS questions so that it is difficult to develop their flow of thought towards the real answer.

Discussion on Criterion R (*Reason*)

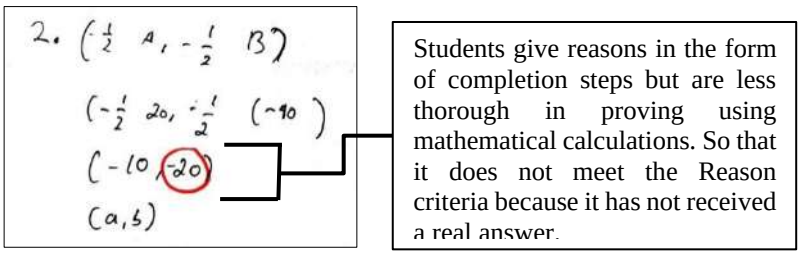
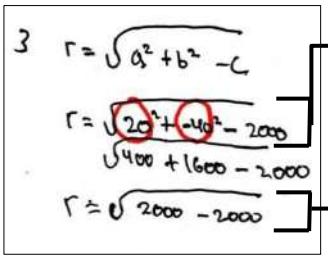


Figure 4. Medium Ability Students' Answers on *Reason Criteria*

Students' critical thinking ability in solving HOTS questions on the *Reason criteria,* obtained an average score of 2.54 from the ideal score of 5. With this success score, this criterion is in the medium category. In addition, this criterion is the criterion with the second highest achievement of all criteria. So that most students are able to give reasons in the form of the right solution steps to find conclusions, although there are also many students who cannot prove it by mathematical calculations until they find the answer n. As shown in the figure, students are too focused on the formula to be used without examining the calculations performed. In addition, students were a little hesitant when the researcher asked the confidence of the answer. . This is because students do not know the concepts to solve problems and cannot translate problems into mathematical language. In line with this, research by Nisa shows that student achievement in learning in terms of critical thinking skills is able to meet the indicators in *Reason*.(Nisa 2020)

Discussion on Criterion I (*Inference*)



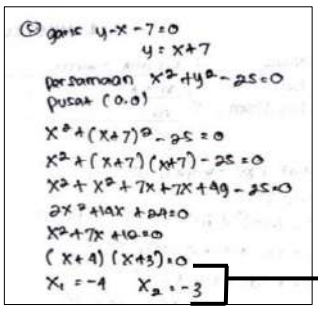
Students are not careful in choosing information to answer so that it affects the calculation.

Students do not meet the Inference criteria because they have not solved the problem until the final calculation stage.

Figure 5. Answers of Medium Ability Students on *Inference Criteria*

The average ability of students' scores on the *Inference criteria*, achieved a success score with an average score of 1.68 from an ideal score of 5 and was classified as a moderate level of critical thinking ability. This criterion is a criterion with the fourth achievement of all criteria. In solving HOTS questions that measure the *Inference criteria* , most students have not performed mathematical calculations correctly even though they are able to conclude the results of their answers. Whereas in this criterion, drawing conclusions must be based on logical and appropriate completion steps to get the right answer. As shown in the picture, students are less thorough in working on the questions from the beginning to answer even though the steps used already look good. Based on the results of interviews with students, he thought the students were good enough, even though he did not understand the purpose of the questions. In line with the research conducted by Kolifah, the students' *inference criteria were classified as moderate.* Students are able to draw conclusions, but do not pay attention to the completion steps.(Kholifah 2017)

Discussion on Criterion S (*Situation*)



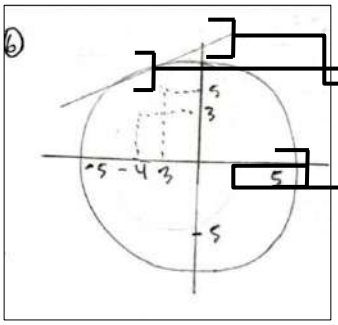
Students are able to mention concepts, but do not meet the Situation criteria because they stop doing calculations even though the steps towards completion are still quite long.

Figure 6. Students' Answers of Medium Ability on *Situation Criteria*

Students' critical thinking skills on the *Situation criteria*, got an average success score of 2.11 from an ideal score of 5. This criterion is the third criterion with the achievement of all criteria and is in the medium level ability category. In this case, students are able to understand the problem but have not been able to solve it as

shown in the picture . Students are only limited to understanding the problem so that they are not able to lead opinions towards the correct answer. This is due to students' ignorance of the type of questions being worked on. Students are accustomed to solving problems with common questions that do not require critical thinking. Based on the results of interviews with students, he was only able to answer some of the researcher's questions and had not fully been able to lead opinions towards answers that measured the *Situation criteria* . The flow of thinking is quite good and some aspects measured in the *Situation criteria* appear. In line with the research conducted by Susandi, the *Situation criteria* got the result that the average student was able to mention the concept, but could not solve the problem completely.(Susandi 2020)

Discussion on Criterion C (*Clarity*)



Students understand the problem, but most of the answers show that the illustrations made are not in accordance with mathematical concepts so that the Clarity criteria have not been met.

Figure 7. Answers of Low Ability Students on *Clarity Criteria*

The students' critical thinking ability on the *Clarity criteria*, namely the ability to provide clarity so that it does not contain multiple interpretations, achieves a success value of 0.94. This criterion is the criterion with the lowest achievement. In solving the HOTS questions that measure the *Clarity criteria* , it appears that this criterion belongs to the category of low ability level compared to the ideal score of 5. The results of tests and interviews on the *Clarity criteria* show that most students cannot meet the assessed aspects. Students cannot provide re-clarification of their work and cannot answer the problem questions correctly. Based on the results of interviews with students, he has not been able to provide clarity of mathematical terms and symbols to the meaning of the problem. The flow of students' thinking and most of the aspects assessed were very lacking. From the existing answer sheets, none of the students' answers were correct . In line with this, research conducted by Ifadah also shows that the *Clarity criterion is* classified as a criterion with low achievement of all criteria.(Ifadah 2020)

Discussion on Criterion O (*Overview*)

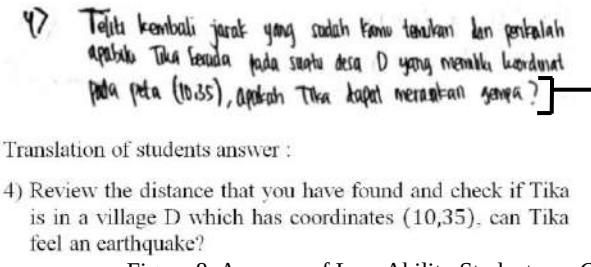


Figure 8. Answers of Low Ability Students on *Overview Criteria*

Students' critical thinking skills on the *Overview criteria,* namely the ability to check the solution of the problem to ensure the correctness of the answer reaches a success value of 0.98 . This criterion is the criterion with the second lowest achievement among all criteria. In solving the HOTS questions that measure the *Overview criteria* , it appears that the average score only reaches 0.86 while the ideal score is 5. From these problems, the student's ability on this criterion is included in the low category. Many students do not answer questions that measure these criteria. The flow of thinking to review information and work steps in solving problems also does not meet the assessed aspects. Based on the results of interviews with students, he did not understand the concept and direction of solving the existing problems. The flow of students' thinking and most of the aspects assessed are not visible. He also could not answer the researcher 's questions at all. Just like the results of research conducted by Setiana et al. that the *Overview* criteria are criteria that are classified as low. Assessment in the field shows that more students do not check the steps and results of the work from beginning to end. This shows that the *Overview criteria* on critical thinking skills are still not met.(Setiana, Nuryadi, and Santosa 2020)

Conclusion

The limitation of this research is the implementation of the initial test which only measures the criteria of mathematical critical thinking *Focus* , *Reason* , and *Inference* . Preliminary testing should be carried out that measures all the criteria for the perfection of this research. However, with these limitations, the researcher succeeded in completing a study that analyzed all of FRISCO's critical thinking skills criteria.

Based on data analysis and interviews about students' mathematical critical thinking skills in solving HOTS questions in terms of FRISCO criteria, it can be concluded that students ' mathematical critical thinking skills in solving HOTS questions for class XI IPA 3 and XI IPA 5 SMAN 1 Punggur are in the level category medium with an average value of 38.20 .

When viewed from the work on HOTS questions, students' mathematical critical thinking skills in terms of FRISCO criteria get the following results:

1. Criterion F (*Focus*) achieves a success score of 3.21 and belongs to the high level category. When viewed when working on HOTS questions, most students are able to criticize and seek information focus on the problem.
2. Criterion R (*Reason*) achieves a success score of 2.54 and is included in the medium level category. When viewed when working on HOTS questions, most students are able to give reasons in the form of completion steps, although many students cannot prove it by mathematical calculations to find the real answer.
3. Criterion I (*Inference*) achieve a success score of 1.68 and is a medium level category. When viewed when working on HOTS questions, most students are able to draw conclusions from the answers even though they do not provide logical and appropriate completion steps to get the expected answers.
4. Criterion S (*Situation*) achieves a success value of 2.11 and belongs to the medium level category. When viewed when working on HOTS questions, most students are able to understand the problem but have not been able to lead opinions towards the correct answer.
5. Criterion C (*Clarity*) achieves a success value of 0.94 and belongs to the low level category. When viewed when working on HOTS questions, most students cannot solve complex problems so they cannot provide clarity on their work.
6. Criterion O (*Overview*) achieves a success value of 0.98 and belongs to the low level category. When viewed when working on the HOTS questions, most students did not answer questions that measured this criterion. The flow of thinking to review information and work steps in solving problems also does not meet the assessed aspects.

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Promoting English Language Learner Autonomy: A Case Study of Bilingual Education Policy and Student Agency in an Islamic Boarding School in Indonesia

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Abstract

In an Islamic bilingual senior high school in Indonesia, English is used as the medium of instruction (EMI) in almost every subject at the school. In order to be successful at school, students are required to have a minimum English proficiency level. They are, therefore, demanded to be much more proactive to learn and use English both inside and outside the classrooms in their process of transition, as many of them might come from junior high schools that use Indonesian as the medium of instruction. Such a students' agency relates to the concept of language learner autonomy (LLA) since students who act as agents play a role in constructing the conditions of their learning. LLA has not been discussed widely in the senior high school contexts, especially in Indonesia. Studies that combine the concepts of LLA and students' agency in a bilingual senior high school are also still scarce. This study addresses these gaps and employs four dimensions of learner autonomy to investigate the bilingual education policy that is aimed at promoting English language learner autonomy. Analyzed data from a case study of four Islamic bilingual senior high school students shows that school language policies that were designed to encourage proactive students' agency resulted in English language learner autonomy and students' active classroom participations. This finding implies the need to better design bilingual education policies in high schools in Indonesia that promote English language learner autonomy.

Keyword bilingual education policy, dimensions of learner autonomy, English as a medium of instruction, language learner autonomy, students' agency

Introduction

The lack of proficiency in foreign languages in the Indonesian setting might prevent many Indonesians from fully participating in the globalization era. Learners may join the English-speaking world by combining their Indonesian with English. English is seen as a crucial language investment for one's professional future. Due to this fact, a lot of parents have enrolled their kids in bilingual international schools where English is the primary language of teaching and an international curriculum is being employed.

In an Islamic bilingual high school in Indonesia, English is used in almost all subjects as the medium of instruction. The use of English as the school language policy is implemented for students at the school. Although students enrolled from various junior high school backgrounds, they are required to be more proactive in using English not only in the classroom but also outside the classroom. On the other hand, as language policy actors, students possess agency to direct and determine the success of their own learning. Such students' agency relates to the concept of language learner autonomy (LLA) since students who act as agents play a role in constructing the conditions of their learning.

Language learner autonomy (LLA) has been a focus of research for more than 30 years. Since it first appeared in the early 1980s, it has led to a greater focus on the positions that students play in their own learning as well as a deeper understanding of the numerous ways that learning occurs both within and outside of the classroom. The idea of learner autonomy was mostly related to adult education and self-access learning systems, and it appeared to be about students acting independently.

The topic of language learner autonomy (LLA) has not been discussed widely in the secondary school context, especially in Indonesia. Studies that combine the concept of LLA and students' agency in a bilingual high school are still scarce. Previous studies on this topic mostly focused on learner autonomy in higher education. A study by Gao (2013) on theorizing language learners' attempts to take charge of the learning process requires agency as a requirement. It suggests reflexive/reflective thinking as a way to look at how agency empowers language learners to analyze their problems, aspirations, and ambitions in light of contextual and structural circumstances and take charge of their language learning. He used the stories of language learners to demonstrate how a close look at language learners' internal dialogue or reflexive/reflective thinking may reveal the interplay of agency, autonomy, and contextual/structural constraints. After considering the insights he attested to the significance of conceptualizing agency as "the root of autonomy" (Benson, 2007) and separating the two ideas. As he explained in the tales of the chosen language learners, language learners' autonomy in their learning is linked to the choices that they are empowered to make by their agency through internal dialogue or reflexive/reflective thinking.

A recent literature review of 61 empirical studies on the field of learner autonomy is conducted by Chong and Reinders (2022). The study investigates how researchers conceptualise and evaluate learner autonomy in and outside the classroom. The findings show that Learners' levels of autonomy may be influenced by their motivation, self-efficacy, metacognition, beliefs, anxiety, and awareness. In

assisting learners to become more independent, it is critical to increase not just their language competency but also their language learning techniques. In-class instructions for learner autonomy are often didactic. Out-of-class instruction may involve language counseling, the use of self-study resources, and leveraging the capabilities of mobile learning systems. In terms of assessment, formative evaluation may be effective for improving language learners' autonomy.

Phan & Hamid (2017) conflate the concept of agency and learner autonomy (LA). Their study explores the relations between macro and micro settings regarding learner autonomy policy and practice. The study discusses the implications of the relation for the development of LA in the context of Vietnamese higher education. The findings indicate that, while the translation of macro-level LA policies to the micro level might be described as "policy dumping," LA development in the English language classroom is a reflection of micro-level actors' agency. This agency is inspired by teachers' sense of obligation for their students' academic well-being. The study argues that the voices of these policy players should be given more weight and credence while negotiating LA in macro-micro policy processes.

Furthermore, Lennert da silva (2020) blends the notions of teacher autonomy and teacher agency to investigate how lower secondary teachers in Brazil and Norway respond to an accountability system characterized by a centralized outcomes-based curriculum and assessment. The purpose of her study was to research existing theories on teacher autonomy and agency using actual data from a comparative study of one European and one Latin American nation. The findings reveal that teachers handle regulations in a variety of ways to meet their own and their students' needs and beliefs. Compared to their Norwegian peers, Brazilian teachers have a limited range of activities and opportunities for agency. Individual autonomy of Norwegian teachers is likewise limited by extensive governmental supervision over curriculum and assessment. The practice of collaborative engagement, on the other hand, allows for the exercise of agency because it allows for the reflection and collective elaboration of teaching plans and methods that define and legitimize teaching activity.

So, in general, the studies discuss the conceptualization of learner autonomy (Gao, 2013; Chong & Reinders, 2022) with the combination of both notions, autonomy, and agency in school policy (Lennert da Silva, 2020) and in English language learning (Phan & Hamid, 2017) with the focal participants of higher education students or teachers. However, the research focusing on high school students' agency to promote language learner autonomy is scant and underexplored. The current study aims to fill in the gaps and uses the four characteristics of learner autonomy to examine the bilingual education policy that promotes English language learner autonomy. This finding contributes to the improvement of bilingual education policy in Indonesian high schools that support independent English language learners.

Theory and Method

Indonesian Bilingual Education Policy

Indonesian government through the Ministry of National Education launched a policy known as *Rintisan Sekolah Bertaraf Internasional* (translated as the Pioneer International Standard Schools) in 2006. The program required the schools to improve English language skills through English bilingual education in mathematics and science subjects (*Panduan Penyelenggaraan Program Rintisan SMA Bertaraf Internasional*, 2009) and to encourage habitual English use in the school environment (*Kementerian Pendidikan Nasional Direktorat Jenderal Pendidikan Menengah Nomor*, 2011). The policy was aimed to provide English language exposure for students to develop their English proficiency. The government considered the instruction of the English language as an important skill that Indonesian students had to obtain to be fluent in global communication.

The English use in Bilingual Education policy enactment in the curriculum was eliminated in 2013 by the Constitutional Court of the Republic of Indonesia. The court annulled Chapter 50, Paragraph 3 of the 2003 National Education System Law, which endorsed the policy. The effort in the innovation of bilingual education to enhance the English competency of Indonesian school graduates appeared to be unsuccessful. Since that, the utilization of English in Bilingual Education policy has been restricted only to private primary and secondary schools (Walker, Liyanage, Madya, & Hidayati, 2019).

English is a required subject to be taken by Indonesian students from junior high school up to the university level. An intermediate level of English proficiency is essential for a senior high school graduate. But according to Hamied (2011), approximately 95% of senior high school pupils who took the TOEIC test administered by ITC, Jakarta were classified as being at the beginner and elementary levels. Almost all Indonesian students, according to the PISA study, could only achieve up to level 3 in mathematics, language, and science, although in some other countries they could get up to level 4, 5, or even 6. Indonesian students' PISA scores are the second-worst in the league table and were worse in the 2009 PISA, in which Indonesia ranked 57.

To address the issues above, the Ministry of Education and Culture in Indonesia launched the 2013 Curriculum. The primary element of the curriculum is the expectation that the teaching and learning process will help students learn how to learn independently in gathering knowledge. The teaching and learning process should make use of the scientific method and problem-solving exercises. This suggests that autonomous learning is increasingly regarded as essential to the teaching and learning process.

Despite the target of an intermediate level for senior high school graduates, Nuh (2013) found that the English as a Foreign Language (EFL) proficiency of Indonesian high school graduates is not promising as they generally remained at the elementary level. Since the 2013 curriculum anticipates a shift in the teaching and learning process from the teacher imparting knowledge or providing information to the students to the students finding information independently, the implementation

of the 2013 curriculum introduces standards in the learning process. In this regard, we may argue that students should be taught to be autonomous learners through the use of instructional techniques that would enable them to enhance their learning on their own.

Dimensions of Learner Autonomy and Student Agency

The concept of students' learner autonomy has been impacted by a variety of theoretical frameworks. The foundation for the growth of learner autonomy was laid by John Dewey in his book Democracy and Education published in 1916. He emphasized the significance of creating a nurturing learning environment that encourages students to persevere in their studies as opposed to the simple acquisition of learning and subject matter (Benson, 2001). However, Rubin (1975)'s attempt to pinpoint the traits of effective language learners did not give rise to the notion of learner autonomy until the 1970s. Educational theorists thought that less successful students might be taught these traits, abilities, and techniques (Rubin, 1975). The phrase "learner autonomy" was later created by Holec (1981), who described it as taking control of one's learning.

A similar definition was also provided by Benson (2013). Learner autonomy defines as the ability to regulate one's own learning. This aligned with Arnold and Clarke's (2014) definition of student agency. Student agency is identified as students' ability to act purposefully toward individual goals, disrupt the established pattern of classroom interactions, and actively assess learning practice for the unique setting. Thus, student agency is described as the capacity to select a goal, reflect, and act responsibly to impact change. It is about doing rather than being acted upon, molding rather than being molded, and making responsible judgments and choices rather than accepting those made for you. The concept of agency is related to language learner autonomy since students act as agents involved in constructing the conditions of their learning (Lantolf & Thorne, 2006).

In language education, Benson (1997) proposes three levels of autonomy: 'technical', 'psychological', and 'political'. For students to learn on their own, from a technical standpoint, learning techniques or strategies are necessary, with learner training being a critical aspect of language education. According to the psychological perspective, autonomy is the ability to be in charge of one's own education. This viewpoint is consistent with the previous definition by Holec (1981). Regarding the political component, the emphasis is placed on autonomy as the capacity to take charge of the educational process and content.

A few years later, Oxford (2003) extended these dimensions of autonomy into a unique paradigm with four viewpoints, including 'technical', 'psychological', 'sociocultural', and 'political-critical', each with a distinctive focus. The technical viewpoint emphasizes the actual learning environment, such as a self-access center, where autonomy is fostered via autonomous work. Unlike Benson's, the psychological approach extends to include an emphasis on the emotional and mental aspects of students, therefore it is not merely limited to learning obligations. The sociocultural dimension emphasizes mediated learning, in which students' learning processes depend on interaction. Autonomy is emphasized from a political-critical

viewpoint as a way to access cultural alternatives and power systems and to build an articulate voice amid conflicting ideologies.

The four dimensions of learner autonomy are in line with the dimensions of students' agency from Vaughn (2019). She proposed three dimensions of students' agency namely dispositional, motivational, and positionality. The dispositional dimension relates to a person's disposition that determines how students behave and how they affect their surroundings. Motivation determines how students act, how they exist in situations, and how they make decisions. Students' position determines how they engage and negotiate in a variety of social contexts.

The recent study employs these dimensions to research on bilingual education policy in Indonesia that promotes language learner autonomy. Which policy nurtures learners' autonomy and how students respond through their agencies in the implementation of bilingual education policy that is aimed at promoting English language learner autonomy.

Review of previous studies

According to Lamb (2004), autonomous language acquisition is only applicable at the Western and tertiary education levels. Additionally, he believes that settings at the Asian secondary level are more challenging for LA in language acquisition. In a similar sense, Harmer (2007) asserts that LA is seen as the most central and significant component of the teaching and learning results in British, Australian, and American societies. Borg and Busaidi (2012) note that although LA has been a major focus in the study of foreign languages for more than 30 years, there is a dearth of comprehensive literature in this area.

The perceptions of EFL students' roles and skills concerning learning autonomy were investigated by Razeq (2014). The goal of the study was to determine if language students were prepared for autonomous learning in terms of their academic responsibilities, capacities for learning independently, and real demonstrations of learner autonomy. A questionnaire and an interview were used to obtain information from 140 first-year EFL students at Birzeit University in Palestine. The results demonstrated that if students were exposed to learning activities that allowed for autonomy, they would be able to operate autonomously. Regarding the actual practices, the students stated that they engaged in a range of independent learning tasks both inside and outside of the classroom to enhance their English language proficiency.

Another study came from Scheb-Buenner (2019) to examine EFL students' perspectives of autonomous learning at a private university in Thailand. The goal of this study was to determine how well students could comprehend the ideas of learner autonomy. Following the research objectives, both quantitative and qualitative data were gathered by using questionnaires of 57 students and interviewing 4 instructors. Despite believing they were autonomous learners, the majority of student participants had just a rudimentary knowledge of learner autonomy concepts.

In addition, the notion of learner autonomy is hardly discussed and studied in the Indonesian context, especially in a senior high school setting. The previous study came from Lengkanawati (2017) who studied 48 English teachers while they were

taking their Master's degrees at a university in Indonesia. She studied the English teachers' perceptions of LA and practices based on LA. The study revealed that the teachers tended to uphold the idea that learners should be given autonomy and that the LA notion shouldn't be understood as learning independently with no help from a teacher. It was also discovered that although teachers acknowledged that many of the LA concepts were not practical to apply in their scenario, the majority of teachers wanted to integrate LA principles in their teaching-learning environments.

Ramadhiyah and Lengkanawati (2019) conducted a study to examine the perspectives on learner autonomy of an English instructor and 36 high school students enrolled in an EFL curriculum implemented in Indonesia. This study also intended to determine how the teacher encouraged learner autonomy while implementing the curriculum. Data for the study were collected using three instruments: observations, an interview, and a questionnaire. The findings showed that the teacher had a fundamental comprehension of learner autonomy aligned with the criteria mentioned in the technical dimension, where students were expected to complete extracurricular activities autonomously outside of the classroom. In addition, it was implied that the teacher while lacking authentic materials made some attempts to foster learner autonomy.

Although the setting of the recent study is in high schools, there is still a dearth of studies that combine the concept of LLA and students' agency, especially in the realm of bilingual language policy in an Islamic bilingual high school. This study aims to investigate bilingual education policies that promote English language learners autonomy. This research focuses on improving the bilingual education policies in Indonesian high schools that promote autonomous English language learners. To accomplish the research goals, the study was planned to answer the following research questions:

1. What bilingual education policy is implemented at the school that is aimed at promoting English language learner autonomy?
2. What are the student agencies in response to the implemented bilingual education policy that is aimed at promoting English language learner autonomy?

Method

The study is conducted in a private Islamic bilingual Islamic boarding school in the city of Surakarta, Central Java, Indonesia. It is a private school run by a private Islamic foundation. The school was chosen by the author for its distinctive environment since it is the only Islamic bilingual boarding school in the area that uses EMI for practically all subjects except Javanese (the local language), Islamic Education, and the teaching of Bahasa Indonesia.

To develop an in-depth understanding of bilingual policies that promote LA, the author employs case study research. Creswell (2016) defines a case study approach as a qualitative approach in which the researcher investigates a real-life, modern bounded entity (a case) or several bounded entities (cases) across time through meticulous, in-depth data collecting.

The recent study focuses on the tenth grader students' experience in their second semester, studying in a bilingual school. The data was taken between February – April 2022. Four focal participants were selected out of 102 students from the initial interview. They were two female and two male students. They were selected since they provide unique cases in terms of willingness and ability in using English as part of the school's bilingual policy.

All of the students at school have a choice between the three programs offered by the school. The Tahfidz Class Program (TCP), the International Class Program (ICP), and the Information and Communication Technology Class program (ICT). The national curriculum (the 2013 curriculum) and the Cambridge curriculum are used together Since the very beginning of the school's establishment, the use of English in all subjects has been a school policy.

The participants of this study are Raya, Layla, Davi, and Jaka (all pseudonyms). Two female students, Raya and Layla, are 15. Layla joined the Tahfidz Class Program while Raya enrolled in International Class Program (ICP). The same with Raya, Davi also enrolled in ICP. Jaka is a student in the ICT program but has shown interest in English since he was in Junior High School. Both Davi and Jaka are 16 and they graduated from the Junior High School under the same foundation as the current High School.

Data were gathered through semi-structured interviews and through observations to answer the research questions. The data obtained for this study is primary data. Since the author works as a teacher and a teacher trainer at the foundation, the access to do the research has been granted by the chairman of the foundation through the principal of the school.

To establish a general understanding of the issue, the author utilizes purposeful maximal sampling to identify significant and unforeseen features of an event happening across many situations (Suri, 2011). The key factors used to choose the students for research participation were gender, school programs, domicile, and socioeconomic status of the family. Because the students' English proficiency levels vary, the interviews were conducted both using Bahasa Indonesia and English.

The author employed the three-interview series by Schuman (1982). The interviewer and participant can delve into the experience and contextualize it using this technique. In the first interview, the background of the participants' experiences is established. The second allows people to recall nuances of their experience in the context of its environment. The third encourages people to think about how significant their experience was (Seidman, 2006).

Observation is used as a useful technique to obtain information because what we see and feel with our own eyes and senses is not filtered by what others have told us or what the author of a document has observed. Observations are a sort of primary data that should be highly regarded in this approach (Yin, 2016).

When analyzing the data, qualitative content is used to group emerging common themes connected to the research questions. According to Mayring (2010), a collection of methods for the systematic examination of a range of texts, including underlying information as well as themes and fundamental concepts found in primary content, is known as a qualitative content analysis. Schreier (2012) presented a technique for completely defining the meaning of qualitative data as

qualitative content analysis (QCA). It is accomplished by classifying content as samples of a coding frame's categories. With the help of the data gathered, the qualitative content analysis provides distinctive renderings of the transcripts, such as what is being discussed on a particular occasion. The systematic and flexible characteristics of the methods help reduce the big amount of data.

Findings and Discussion

To elaborate upon my findings and address the research questions, 1. What bilingual education policy is implemented at the school that is aimed at promoting English language learner autonomy? 2. What are the student agencies in response to the implemented bilingual education policy that is aimed at promoting English language learner autonomy? I arrange my findings into two main parts. Each part answers the research question respectfully.

What bilingual education policy is implemented at the school that is aimed at promoting English language learner autonomy?

To answer the first research question, the author implements the four dimensions of learner autonomy from Oxford (2003). The four dimensions include 'technical', psychological', sociocultural', and 'political'. These dimensions are used to investigate what bilingual policies are implemented at school that promotes English language learner autonomy.

English programs as self-access for students' language skills development

The situational factors that may lead to the development of learner autonomy are highlighted from a technical perspective (Oxford, 2003). Within the technical dimension of LA, the school has provided opportunities for students to gain self-access in their language learning. From a technical perspective, autonomy is viewed as the ability to learn independently in settings like a self-access center. Some facilities such as a library, wi-fi, and outside classrooms programs like English Preparation Class (EPC) and Confidence, Action, and Performance Day (CAPER Day Program) have been established by the school to promote language learner autonomy. The EPC program is one policy made by the school to prepare the students for English learning environment. In addition, the school has provided a place for students to improve their English skills by becoming a class representative through English speech in CAPER Day Program.

When asked about how effective the EPC program to get students to familiarize themselves with English on daily basis, Layla shared her point of view in the excerpt of the interview below:

> *The EPC program is some sort of an introduction, like a start for me to adapt to the situation at school. We are introduced to the process of teaching and learning in an English class so that we are more confident and are not afraid to use English. It was very helpful for me since it enhanced my confidence in using English.*

Raya also confirmed the statement by adding:

> *When we looked at the functionality of EPC, to help new students get used to the English policy at school, we can say that EPC affects the students in terms of introducing the students to how the learning and teaching process would be held.*

In addition, Jaka mentioned how the program helped him acquainted with English since all the materials were delivered in English:

> *The EPC program is quite helpful for me in getting acquainted with English at school since all the materials delivered in the program use English as the medium of instruction.*

Besides EPC, CAPER Day has helped students to gain more access to terms of language development by adding more vocabulary and to provide more chances for students to improve their English skills. Layla sees CAPER Day as an opportunity to improve her English skills. On the other hand, Raya expressed her viewpoint on how CAPER Day helped her to improve her skills in delivering English speech as well as to add more vocabulary:

> *CAPER Day helped me in enhancing my skills to deliver a speech in English. This led to the additional vocabulary I gained from preparing myself when I composed my English speech.*

From these descriptions, we can see the implementation of bilingual language policy through these two programs that promote English language learner autonomy at school. The programs are prepared for students to become autonomous language learners as they created a learning space and self-access to improve students' language skills.

However, students' agency cannot be created by just altering the circumstances of a situation, particularly by providing students complete responsibility for their education. Many self-access centers simply provide low-level, programmed, non-communicative, uncreative L2 tasks, which do not promote agency or autonomy (Oxford, 2003). Expanding well beyond physical conditions and dealing directly with psychological, social, and cultural difficulties seems to be a redefined, agentic self-access center.

The technical dimension, with its focus heavily on external factors, has significance. That is, a thorough explanation of the actual, physical context is frequently crucial for comprehending the psychological, social, and political aspects of a learning situation. However, we must not be fooled into thinking that learner autonomy can only be developed in response to external factors. The technical perspective would be useless without psychology, the next viewpoint to be presented.

The impact of 'Using English in the Classroom' policy

The psychological perspective looks at the mental and emotional traits of students who are either seen as individuals (individual psychology) or as part of a rather broad cultural or social group (social psychology). This study focuses on how

students overcome the difficulties of using English on a daily basis as the impact of the implementation of bilingual language policy.

When asked about what is the difficult part of using English in the classroom, Davi explained that:

> *I think the common problem is sometimes in some kinds of lessons there are difficult words (technical words) and new words that we have never used before.*

He then continued by describing ways to encounter the problem with the vocabulary as follows:

> *I try to remember and practice (English) using the words. Sometimes I practice with my online friends that use English as their mother tongue or sometimes my online Indonesian friends just randomly want to use English on the stream (internet) so I think my online friends and I can learn English together.*

A little bit different from Davi, Layla expressed her concern of lacking the self-confidence to use English as her major problem dealing with the bilingual policy implemented at school:

> *My biggest fear of using English is if I made mistakes or if my accent is not appropriate. That and the fact that many of my seniors and my peers have good English skills make me unconfident to use English.*

Layla then continued explaining her ways of dealing with the issue at hand:

> *I try to motivate myself. I improve my English skills by listening to English songs, where I learned so many vocabularies and ways to pronounce them. I also downloaded some applications to learn English. When my teacher spoke using English, I would listen carefully to what she/he was saying while at the same following his/her pronunciation. In addition to that, whenever I was given an offer to do a presentation in English, read an English text, or even become a master ceremony using English, I would gladly and excitedly participate.*

Oxford (2015) divided the psychological perspectives into seven largely psychological forms of autonomous learners: self-regulated, emotionally intelligent, resilient, psychologically engaged, self-determined, existentially free, and effective. The two excerpts showed how the bilingual education policy of using English in the classroom has shaped students in becoming self-determined learners.

Self-determination theory is fundamentally based on autonomy and intrinsic motivation (Deci and Ryan 2000; Ryan and Deci 2000). Self-determination theory highlights the relevance of a sense of personal autonomy to the development of learning and the potency of intrinsic motivation in learning (Benson, 2011). This theory proposes that intrinsic motivation particularly needs autonomy, along with two other components: relatedness and competence. Extrinsic motivation is the desire to carry out tasks for reasons other than their intrinsic interest (e.g. for external reward) or because of external or internalized pressure (Benson, 2011). Extrinsic motivation does not need autonomy, competence, or relatedness. The

learner can change from extrinsic motivation to intrinsic motivation by willfully "taking an interest" in language learning (Benson 2011, 84).

From the excerpts above, we see that both Davi and Layla have switched their external motivation to their intrinsic motivation. How the policy of using English in the classroom motivated them to willingly participate actively in language learning and shaped them into self-determined learners who possess the autonomy to decide how they achieve success in language learning.

The Policy of using English as EMI for most of the school subjects

The sociocultural dimension focuses on social interaction which is a crucial component of cognitive and linguistic growth. In this case, it focuses on how students interact with their teachers' teaching and learning sessions in the classroom. How teachers helped them in addressing the issues of communicating using English during the teaching and learning process.

When asked how the teachers mediate the students in their efforts to communicate using English in the classroom, most of the students answer almost the same. The teachers provide help by modeling the language, as mentioned by Raya:

> *The teacher helps me to communicate in English by making me answer the questions given by them despite my broken English.*

Aligned with this, Davi also expressed a similar response:

> *(the teacher) Teach(es) us a new vocabulary and try to make us practice it*

While assisting in modeling the language, the teacher also shared some tips, resources, and motivations with the students as Layla added:

> *The teacher gave us some tips, resources, and motivations as well as shared their experiences that made me more progressed (in my language learning) thus enhancing my self-confidence, and assuring me that I can do this (communicate using English).*

From the sociocultural perspective, there is this term coined as 'the mediated learner' (Oxford, 2015), which is also known as the socioculturally self-regulated learner. According to Vygotsky (1978, 1981), the mediated learner is someone who learns self-regulation with the help of, or through sociocultural mediation by, a more competent other. This more capable other may be a teacher, a parent, or a more skillful peer. The more competent others may give scaffolding throughout the mediation process, such as justifications, corrections, compliments, resources, or simple modeling.

In this sense, the implementation of the policy of using English as EMI in most subjects has promoted students to become mediated learners with the help of teachers as more capable others. The "zone of proximal development," or the distance that may be covered with support but cannot be done by the learner alone, is navigated by the learner through mediation (Oxford 2003; Vygotsky 1978, 1981). The learner starts with social speech but later shifts to egocentric or private speech,

and lastly to inner speech while improving his or her self-regulation through meditation (Oxford 2003; Vygotsky 1978, 1981). Benson (2011) argued that learner autonomy is essential to self-directive inner speech.

Bahasa or English? Bilingual policy implementation in a classroom context

In terms of the student's choices to use Bahasa Indonesia or English as the medium of instruction in subject matters, the recent study uses the political-critical perspective of learner autonomy to bring light to bilingual policy implementation in the teaching and learning process.

According to the political-critical perspective, context refers to ideologies and attitudes that are present in certain settings, circumstances, groups (connected to age, gender, religion, and culture), institutions, and socioeconomic levels. A very political perspective on context is established, reflecting issues of access, control, power, and oppression. In addition to "at the macro level of strong institutions," power also "works at the micro level of everyday social interactions and ordinary language" (Norton, 2001: 7).

Although there is no specific policy stating that the teachers and the students cannot use Bahasa Indonesia, through the bilingual policy implemented at school, both students and teachers are expected to use more English over Bahasa Indonesia in the classroom context. English implicitly has more powers over Bahasa Indonesia in this matter.

When asked in what subjects students used English to communicate with their teachers and peers, most of them answered English. As a subject matter, English lesson provides more opportunities for students to use English as explained by Rayya:

> *In the teaching and learning process of English (as a subject matter) I often used English from the beginning to the end of English lessons. I used it either to communicate with my teachers or my peers. It doesn't mean that I didn't use English in other subjects, but I frequently used English in English lessons.*

For other subjects, teachers deliver the subject matters using Bahasa Indonesia more often rather than English as they need to comprehend the materials to the students. Especially when delivering materials in Math and natural science subjects such as Chemistry, Biology, and Physics. Mr. Reynold (pseudonym), a Math teacher, shared his point of view as follows:

> *As a teacher in a bilingual school, it is important to use English, but it all depends on how the school (management) implements the policy. I teach Math using English and my students were struggling to comprehend the materials, that is when I switched to using Bahasa Indonesia instead. It is a dilemma, as teachers are required to deliver the subject matter using English, but on the other hand, we also need to make our students understand the materials we taught them.*

From these perspectives, both students and teachers possess autonomy in using Bahasa Indonesia or English in the classroom. Regarding LLA, students are given choices of when to use English in the classroom which is in line with Pennycook's

(1997) political-critical perspective that views the development of autonomy and agency must involve becoming "an author of one's own world" (p. 45).

The political-critical viewpoint knocks us off our feet and forces us to examine our speculations and criticise the current power structures. It makes us reevaluate whether we should accept the present situation. It causes an internal conflict, as well as occasionally an external conflict. It serves as a reminder that we have the power to critically examine the discourses that shape our lives, invent fresh solutions for ourselves, and encourage our students to do the same. In this regard, students' agency in responding to a such policy that promotes LLA is discussed in the next part.

What are the student agencies in response to the implemented bilingual education policy that is aimed at promoting English language learner autonomy.

The author employs students' agency dimensions by Vaughn (2019) to investigate students' agencies in responding to the implemented bilingual education policy that promotes English language learner autonomy. The three dimensions are 'disposition', 'motivational', and 'positionality'. Students' ideas to realize the purpose of learning and how the teachers guide them are the main focus of the disposition aspect. Students' motivation and learning strategies are the centers of the motivational dimension in investigating students' agencies that promote learner autonomy. The interactions between individuals within the context of learning and in other social situations make up the positionality dimension of the agency.

Students' agencies depend on disposition, for instance, the degree to which students may engage in an entrepreneurial, generative, creative (Tran & Vu, 2018), goal-directed, committed (Bandura, 2001), or resistive manner (Reyes, 2009). To build a sense of agency, students must be willing to act and be purposeful in their activities. This has to do with having intentions and a goal.

In the current school curriculum, the final project is used to assess students' knowledge and skill. They were given by the teachers to every student to be completed at the end of the semester. In terms of agency, the projects allow students more autonomy over the curriculum, more access to resources, and the ability to choose what, when, and how they want to learn (Pennycook, 1997). Aligned with this, Layla, expressed her point of view on how her English teacher allowed her and her friends to discuss the type of project in the excerpt below:

> *When the teacher asked us to do the song and narrative as our final project, we were asked to discuss the deadline to submit the project. The teacher let us decide when to submit it and we agreed to it. We were also given options on what type of projects we would like to do.*

The importance of students having intentions and a purpose, and their teacher listening to and supporting these intentions and thoughts was crucial to these opportunities for student agency. In this manner, students have the characteristics of being creative and motivated to pursue their ideas (Vaughn, 2019).

The implementation of bilingual education policy has its own challenges and obstacles for students to face. They are expected to use English in and outside the

classroom despite the disparity in their English proficiency. The motivational dimension of agency refers to students' capacity to control their thoughts and behaviors and to evaluate their own abilities (Bandura, 2001).

As a result, the agency has to do with perseverance and decision-making as individuals learn how to make choices and decide to accomplish their tasks and take advantage of possibilities even in the face of challenges. The students were given choices and the freedom to decide their learning strategies so they can succeed in their learning process. When asked about what is the main challenge of using English in and outside the classroom, Raya, one of the participants, described her answer as follows:

> *My biggest challenge is pronunciation. I think it is the second level after having the courage to use English as a habit. When we practice our English daily and focus on our pronunciation, it will help other people to understand what we are saying.*

She then continued by describing how she overcame challenges in using English as part of the school bilingual policy.

> *I have always prepped myself to practice reading before I pronounced the words or deliver my ideas through sentences especially when the text is longer. To make sure whether my pronunciation is correct or not, I typed it on Google Translate and I used the option 'Listen'. I would hear the correct pronunciation (of a certain word) after pressing the speaker button then I would copy the pronunciation.*

It is often a requirement of student agency that students make decisions despite apparent obstacles. To do this, students must be motivated and willing to act on their ideas and goals despite whatever obvious challenges they encounter.

One of the perspectives in LLA is self-regulated learner. Learning strategies, or 'deliberate, goal-directed... behaviors that learners choose... and employ,' are managed by the self-regulated learner (Oxford 2011, 12). Setting learning goals, paying attention and concentrating, organizing, coding, and applying the information to be remembered, creating a good learning environment, using resources effectively, monitoring performance, managing time effectively, and seeking assistance when necessary are self-regulated behaviors that relate to agency because they are voluntary behaviors (Lantolf and Thorne 2006).

According to Oxford (1990), learning strategies, or the precise procedures or plans people employ to improve their learning, are frequently seen as a psychological gateway to L2 learner autonomy. In Raya's case, after evaluating her weaknesses, she employed self-regulation strategies and used resources that she had to improve her pronunciation. Self-regulation strategies are crucial to autonomy in general: '[S]trategies are an important element of learner autonomy since it is by using strategies that learners can become autonomous' (Griffiths 2013, 31).

In the positionality dimension, the notion of agency is not entirely established by an individual but rather is jointly produced with others, including peers, teachers, and others in a range of social contexts. The dimension emphasizes student agency in terms of how people are positioned as students, knowledgeable peers, and leaders in the diverse classroom.

When asked about how students interact with their peers in the classroom context, Jaka shared his experience:

> *It depends on how you see it, even tho(ugh) a lot of us are still trying to learn (to use English), some are nice enough to use English when having small talks. I use English more often in English lessons. I don't feel like talking with someone else that doesn't take English seriously.*

Raya added that the interaction among students in the online classroom (during a pandemic) and hybrid settings, does not affect students' interaction to use English in the class (online/offline settings) but the habituation of English will help students interact more intense.

> *According to me, online settings and hybrid sessions are not included in the main factor that affects students' interaction in using English. Even when we finally had the face-to-face session (offline setting), the students are not accustomed to using English. The key is habituation. How to consistently create a routine in English interaction among students.*

The school through its bilingual education policy has provided some programs in and outside the classroom context that enhance students' agency concerning interactions and negotiations as students choose to take [or not take] action to exercise their influence. This aligned with the LLA concept from the sociocultural perspective in which agency equals self-regulation (Vygotsky, 1978). Students through the mediation of their teachers and peers have developed self-regulatory abilities that allow him/her to act intentionally and independently.

Conclusion

Overall, the current study describes how bilingual policy is implemented in an Islamic bilingual high school that promotes LLA in an English classroom setting. It also shed light on what agencies students possess as a response to a bilingual policy which eventually develops students as self-regulating learners. Students possess autonomy in selecting learning strategies that work for them to enhance their English language skills and to participate actively in classroom settings.

The effectiveness of the school bilingual policy including the facilities and programs needs to be researched further, especially after the pandemic (new-normal era) since the study took place at the end of the pandemic era. Given that most of the policies being implemented at school happened in the classroom context, there should be more studies researching the outside classroom policies that provide a comprehensive understanding of the all-in-all bilingual policies that promote language learner autonomy. The setting of the research can also be expanded from a private Islamic bilingual high school to more varied contexts such as other schools that implemented the Cambridge curriculum with the mixed of national curriculum.

Quantitative and qualitative research should collaborate to provide a bigger clearer image of what happens - and what should best happen - in different circumstances, with different individuals, and under diverse contexts to shed light on language learner autonomy. The investigations can mix qualitative and

quantitative methods to give a more explicit depiction of learner autonomy. We may develop rich research on LLA when we employ a variety of approaches to illustrate the deeper implications of context, agency, motivation, and learning strategi.

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Development of Integrated Student Worksheet of The Qur'an on Mathematics Learning For Students of SPP Negeri 5 Metro

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Abstract

This research and development was carried out because students felt bored with the teaching materials commonly used, namely thick package books and using language that was difficult to understand, resulting in a decrease in the enthusiasm for learning students and not playing an active role in the mathematics learning process. In addition, students also need to gain knowledge about mathematics in the context of Islamic religious teachings contained in the Qur'an, especially on the subject matter of Social Arithmetic. Therefore, this research and development aims to produce teaching material products in the form of integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro on the subject of social arithmetic. The research and development carried out follows the steps developed by Borg and Gall. Based on the results of research and development carried out, it can be concluded that the LKPD has very feasible criteria based on the results of the validation of material experts who get an average validity of 1.00, media expert validation 0.97, linguist validation 0.94 and expert validation of values. Islamic values in the Qur'an 1.00. The average result of the student response is as large34,4 as, meaning that the attractiveness of the development product is within the criteria of being quite interesting. The effectiveness of development products with learners can be drawn conclusions very effectively, since the learning completeness of learners is within the criteria of being very good with percentage 90%.

Keywords: Development, LKPD, integrated Qur'an, and social arithmetic

Introduction

The development of the world today requires humans to have high abilities, knowledge and skills that continue to develop as a support for life for the better. Education is one of the solutions to these demands by having goals and implementation in accordance with the curriculum and rules set by government educational institutions. Currently, the curriculum applied in Indonesia is the 2013 curriculum which emphasizes character education, especially at the basic level which will be the foundation at the next level.

Indonesia has low scores in mathematics subjects. This is based on data from the Ministry of Education and Culture in the last 5 years, the average score of the National Examination of Mathematics nationally is only 46.56. The average score of mathematics is the lowest score compared to subjects Indonesian, English, and Science (P4TK Mathematics, 2019).

The development of education in mathematics learning in Indonesia is still very concerning, because many think that mathematics is difficult so that learning mathematics is still lacking enthusiasm. Moreover, mathematics is often considered as a subject where there are many calculations and formulas that so far some people only capitalize on memorization so that they find it difficult to understand the material.

Therefore, in mathematics learning, teachers play an important role in motivating students to be willing and able to solve existing problems. In addition to motivating teachers, it also plays a very important role in guiding students in writing, because verbally it is not enough. Written guidance that can be done is in the form of a Student Worksheet, because LKPD will be more effective so that students can learn by reading repeatedly. LKPD will be easier to accept by students when compared to thick package books that cause students to feel bored. LKPD is the right learning alternative for students to use because in LKPD there are concepts that are easier to understand.

LKPD is an excellent printed teaching material to increase the motivation of students so that they can play an active role in the learning process. LKPD generally contains material rigkasan and instructions that must be done by students. In the LKPD, there are also several questions that must be completed by students, in this case these questions have been adjusted to the basic competencies that must be achieved (Haris Munandar, 2015).

LKPD which is integrated into the Qur'an will be even better becausestudents need to gain knowledge about mathematics in the context of Islamic religious teachings and their relationships in daily life contained in the Qur'an, this is a form of application of the 2013 Curriculum in accordance with Core Competence (KI) number 1, namely the spiritual which contains respecting and living the religious teachings it adheres to.

The subject matter that needs to be developed in the integrated LKPD of the Qur'an in mathematics learning for junior high school students is Social Arithmetic which consists of sub-divisions of profits, losses, single interest, discounts (de-

ductions), taxes, gross, net and tar in which there are social transactions such as trade related to buying and selling, there will definitely be gains or losses, banking and so on in everyday life so that it is very suitable if the LKPD integrates the Qur'an because if there is a gain or loss it will be related to usury, this can be related to verses from the Qur'an as in surah Ali-Imran verse 130 or surah An-Nisa verse 29 (Abdur Rahman As'ari et al, 2016). This is a form of application of the 2013 Curriculum in accordance with KI number 2, namely social which contains respecting and living honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courtesy, self-confidence, in interacting effectively with the social and natural environment within the reach of association and existence. KI number 3 is knowledge which contains understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events. As well as KI number 4, which contains the skills that contain trying, processing, and examining in the concrete realm (using, parsing, stringing, modifying, and making) and the abstract realm (writing, reading, calculating, drawing, and composing) according to what is learned in school and other sources that are the same in point of view / theory.

Based on the description that has been stated above in accordance with the results of the author's interview on July 27, 2020 with a grade VII mathematics teacher at SMP Negeri 5 Metro Ibu Sugiarti, S.Pd. she said that there has never been any research and development of teaching materials in the form of integrated LKPD of the Qur'an on mathematics learning with the subject matter of Social Arithmetic at SMP Negeri 5 Metro. He also said that the development of LKPD on the subject matter of Social Arithmetic is very appropriate considering the daily test results of class VII 1 which amounted to 28 students in the 2020/2021 academic year were all under the established Minimum Completion Criteria (KKM) of 67, even though class VII 1 was a superior class when compared to classes VII 2, VII 3, VII 4, VII 5, VII 6, VII 7 and VII 8.

So it can be concluded that it is necessary to conduct research and development of teaching materials in the form of integrated LKPD of the Qur'an on mathematics learning for students of SMP Negeri 5 Metro because this is a unique thing if it is developed in public-based schools such as SMP Negeri 5 Metro. This is strengthened by the results of the development of LKPD which has also been researched by one of the students of the Department of Mathematics Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University Lampung named Alin Wahyu Rizkiah in his research and development entitled "Development of Student Worksheets (LKPD) *Discussion Activity* that integrates Islamic values with *a Pictorial Riddle* Approach on the Subject matter of Fractions class VII MTs Nurul Islam Lampung Selatan", stated that the research and development carried out to see the response of teachers and students to the LKPD *discussion activity* which is integrated with Islamic values with a pictorial riddle approach on the fractional subject matter shows that the LKPD *Discussion Activity Activity* the resulting in this study is considered effective in learning fractional material (Alin Wahyu Rizkiah). So that the author will conduct research and de-

velopment entitled "Development of Integrated LKPD of the Qur'an on Mathematics Learning for Students of SMP Negeri 5 Metro". The author hopes that the development of LKPD can help students be more interested and play an active role in the mathematics learning process at school so that it can help students to explore their ideas and acquire new knowledge by themselves and can apply the meaning of mathematics learning to the subject matter of social arithmetic in everyday life.

The problems that arise are as follows: (1) Students experience difficulties in learning mathematics in the form of concepts and calculations. (2) Students have minimal enthusiasm and do not play an active role in mathematics learning. (3) Students feel bored with the books usually given by the teacher. (4) Students need to gain knowledge about mathematics in the context of islamic religious teachings contained in the Qur'an. (5) Students need to understand the subject matter of Social Arithmetic in daily life which is contained in the Qur'an.

The limitations of the problem so that this research is more directed and does not deviate from the purpose of carrying out research and development are as follows: (1) What is the feasibility of developing the Qur'an integrated LKPD in mathematics learning for students of SMP Negeri 5 Metro? (2) What is the response of students to the wisdom of the development of the Qur'an integrated LKPD in mathematics learning for students of SMP Negeri 5 Metro? (3) Is the development of the Qur'an integrated LKPD on mathematics learning of students of SMP Negeri 5 Metro effective for students?

The objectives of this development are as follows: (1) To determine the feasibility of developing an integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro. (2) To find out the response of students to the wisdom of the development of the Qur'an integrated LKPD in mathematics learning for students of SMP Negeri 5 Metro. (3) To find out whether the development of the Qur'an-integrated LKPD on mathematics learning for students of SMP Negeri 5 Metro is effective for students.

The benefits of the products developed from this research and development are as follows: (1) For teachers, the integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro can be used as teaching material to help student learning activities in schools. (2) For students, it helpsstudents understand mathematics learning in the form of concepts and calculations. Students are excited and play an active role in learning mathematics because LKPD uses more interesting images and writing so that students will be carried away as if they are in an existing story. Students feel that they are not bored with teaching materials because there will be more references to teaching materials that will be given by the teacher. Students gain knowledge about mathematics in the context of Islamic religious teachings and their relationships in daily life contained in the Qur'an. Students better understand the subject matter of Social Arithmetic because there are social transactions such as trade, banking and so on in everyday life where there is a law in the Qur'an. (3) For researchers and developers, there aresix insights about the research and development of teaching materials in the

form of LKPD in mathematics learning as a teaching provision and as a reference to conduct research and development again in the future.

Product specifications related to the product-forming elements developed are as follows: (1) LKPD is designed and compiled by the author using *Microsoft Office Word 2019* and *Coreldraw*. (2) There is one subject in the teaching material in the form of LKPD developed, namely Social Arithmetic. (3) There are five chapters in the subject matter of Social Arithmetic contained in the developed LKPD. (4) The product in the form of LKPD developed contains the cultivation of learning concepts in the subject matter of Social Arithmetic and instructions that must be carried out by students. In the LKPD developed, there are also several questions that must be completed by students, in this case these questions have been adjusted to the basic competencies that must be achieved on the subject of Social Arithmetic. (5) The type of text used in the LKPD product to be developed is to use more persuasion texts because it is an invitation or persuasion to the reader to do or follow the content in the reading, so this text will be used in the question so that students will do what is instructed in the question. (6) The typeface used in LKPD products developed more uses Comic Sans MS because it looks more attractive and less rigid. (7) The choice of colors used in products in the form of LKPD which is developed using a variety of colors so as not to get bored with too few colors. (8) The image that will be used in the product in the form of LKPD developed is taken from the *Pinterest* application because it is more attractive.

Theory and Method

Teaching materials have an important role in the learning process because they are used to convey messages (information) in learning activities. Therefore, it is necessary to compile and develop LKPD. LKPD or can be called a Student Activity Sheet (LKS) is a sheet containing a collection of material, sample questions, and practice questions that must be done by students with activities in learning accompanied by instructions or steps to complete a task that has basic competencies to be achieved. Based on research that has been carried out, LKPD can be used as a guide for students in carrying out learning activities, such as conducting experiments. LKPD contains tools and materials as well as work procedures (Haris Munandar, 2015).

Learning resources and learning media that can help students and teachers in the learning process are LKPD. LKPD includes print media resulting from the development of print technology in the form of books or teaching materials. The LKPD is oriented between the material taught and the situation in the real world which is integrated with the Islamic religious values contained in the Qur'an, in this case students are required to actively solve problems related to the real world and integrate Islamic religious values contained in the Qur'an. This, LKPD will help students in finding concepts through their own activities or learning in groups which

will cause more meaningful learning both in terms of material and Islamic religious values contained in the Qur'an (Sri Latifah, 2016).

As a supporter of the implementation of learning, teachers can use LKPD based on guided discovery. LKPD is very likely to direct learners to discover for themselves mathematical concepts. The purpose of using LKPD is to assist learners in finding concepts. LKPD must be equipped with analytical questions that help learners in relating phenomena that students observe in everyday life with concepts that students will wake up in their minds (Aan Putra, Hendra Syarifuddin, and Zulfah Zulfah, 2018).

Based on the description above, it can be concluded that LKPD is a printed teaching material that generally contains the cultivation of learning concepts and instructions that must be done by students. The LKPD that the author will develop puts more emphasis on practicing the questions, or only more on the cognitive aspects and the application or application of concepts. In the LKPD there are several questions that must be completed by students, in this case these questions have been adjusted to the basic competencies that must be achieved.

The functions of the LKPD are as follows: (1) It can be an alternative for teachers to direct teaching. (2) Can help learners to be more active in the learning process. (3) Can arouse students' interest in learning if LKPD is arranged neatly, systematically and easily understood so that it is easy to attract the attention of students. (4) Can foster confidence in oneself and increase learning motivation and curiosity of learners. (5) Can improve the ability of students to solve problems (Artina Diniaty and Sri Atun, 2015).

LKPD is in the form of a sheet that aims to spur and help students carry out learning activities in order to master understanding, skills, and or attitudes. LKPD has excellent benefits to increase the motivation of students so that they can play an active role in the learning process (Artina Diniaty and Sri Atun, 2015).

The components of LKPD in general are as follows: (1) Title of the material. (2) Introduction, a brief description that highlights the subject matter (in the form of concepts) covered in practical activities. (3) Purpose, containing objectives relating to the issues expressed in the introduction. (4) Tools and materials, loading the necessary tools and materials. (5) Work steps, are instructions for carrying out activities. This work step is made systematically to make it easier for students to carry out practical activities. If needed, you can use the sequence number and add to the sketch of the drawing. (6) Observation table, can be in the form of a data table to record data on observations obtained from practical activities. (7) Questions, in the form of questions whose answers can help students to get developed concepts or to get conclusions (Lilis Nurliawaty et al, 2017).

There are 2 criteria that need to be considered in making LKPD, namely in terms of presentation and in terms of appearance. The LKPD criteria are reviewed in terms of its presentation, namely as follows: (1) The title of the LKPD is in accordance with the material. (2) The material is in accordance with the development of the learners. (3) The material is presented systematically and logically. (4)

The material is presented simply and clearly. (5) Support the involvement and willingness of students to be active.

The criteria for LKPD are reviewed in terms of appearance, namely as follows: (1) Simple, clear, and easy-to-understand display. (2) The title, captions, and instructions must be clear. (3) The layout, drawings, tables, and questions must be precise. (4) Drawings and graphs according to the concept. (5) Develop interests and invite students to think (Lilis Nurliawaty et al, 2017).

The conditions that must be considered in compiling the LKPD are as follows: (1) Didactic terms, namely the conditions governing the use of LKPD are universal that can be used properly by all students. LKPD is expected to prioritize the development of social, emotional, moral, aesthetic communication skills and invite students to be active in the learning process. (2) Construction requirements, namely conditions related to the use of language, sentence structure, vocabulary, difficulty level, and clarity of LKPD. (3) Technical requirements, namely conditions that emphasize the presentation of LKPD which include writings, drawings and appearances (Muhammad Iqbal).

The steps that must be considered in compiling the LKPD are as follows: (1) Conducting an analysis on the curriculum, Core Competencies (KI), Basic Competencies (KD), indicators and learning materials. (2) Conduct an analysis on the syllabus and choose alternative learning activities that are most in accordance with the results of the analysis on KI, KD and indicators. (3) Conduct an analysis of the Learning Implementation Plan (RPP) and determine the steps of learning activities. (4) Compile the LKPD in accordance with the core activities in the RPP **(**Muhammad Iqbal**)**.

The advantages of LKPD are as follows: (1) LKPD has tangible benefits because until now there are no teaching materials available in the form of LKPD for mathematics learning at SMP Negeri 5 Metro so that students feel not bored with teaching materials because there will be more references to teaching materials that will be provided by teachers. (2) LKPD is a visual teaching material consisting of writing and images so that students are excited and play an active role in learning mathematics and students will be carried away as if they are in an existing story. (3) It creates an appeal because it facilitates abstract parts by clarifying important parts so that they are easy to observe so thatit helps students understand mathematics learning in the form of concepts and calculations. (4) Teaching materials in the form of LKPD can abbreviate long descriptions to be concise only shown with pictures (Eko Prasetyo Utomo, 2018).

The disadvantages of LKPD are as follows: (1) Making LKPD requires a lot of time, effort and costs. (2) The analysis of characteristics in the selection of illustration media in the development of LKPD needs special attention because it is not necessarily able to meet all the wishes of students who have different abilities and backgrounds and learning styles. (3) This LKPD is developed for certain learning strategies so that different learning strategies need to be designed and developed in more depth (Eko Prasetyo Utomo, 2018).

Mathematics learning for junior high school students has a social arithmetic subject matter consisting of sub-sections of profits, losses, single interest, discounts (deductions), taxes, gross, net and tare which are closely related in everyday life (Supadi and Sujito, 2008). In everyday life, of course, it cannot be separated from buying and selling activities. Both as a seller and a buyer. As a seller, of course, you want as much profit as possible. Meanwhile, as a buyer, of course you want to buy at the cheapest price. In the material these advantages and disadvantages are more viewed from the point of view of the seller. So the word profit in question is an advantage for the seller. In general, interest can be interpreted as services in the form of money given by the borrower to the party who lends capital or money given by the bank to the party who saves by mutual consent. Discount is a discount given by the seller to the buyer of an item. Tax is the amount of value of an item that must be paid by the public to the government. The amount of tax has been regulated by laws and regulations in accordance with the type of tax. In buying and selling transactions, there is a type of tax that must be paid by the buyer to the seller, namely Value Added Tax (VAT). Another type of tax other than VAT related to buying and selling transactions is the Micro, Small and Medium Enterprises (MSMEs) tax. Gross is the weight of an object along with its wrapper or called gross weight. Meanwhile, net is the weight of an object without wrapping the object or called the net weight. And tara is a weight piece or difference between gross and net or simply the wrapping weight of a snack without its contents (Abdur Rahman As'ari et al, 2016).

Often the main purpose of teaching mathematics is none other than to familiarize students with being able to think logically, critically, systematically and be able to find concepts with the knowledge they have. Especially in mathematics learning, finding concepts is very necessary for life so that students are able to filter the information obtained. Moreover, in mathematics learning, which predominantly relies on the ability of thinking power to build knowledge of students, it is necessary to foster thinking skills in order to be able to overcome these mathematics learning problems whose material tends to be abstract (Ali Syahbana, 2018).

Mathematics is closely related in everyday life, for example on the subject of Social Arithmetic because in it there are social transactions such as trade, banking and so on. Moreover, social transactions such as trade related to buying and selling will definitely have gains or losses so it is very suitable if the LKPD is integrated into the Qur'an because mathematics in terms of philosophy is sourced from the Qur'an, this is corroborated by the many verses in the Qur'an that have nuances of calculation, for example if there is a gain or loss relating to the exact calculation not related much to usury, it can be attributed to a verse from the Qur'an as in surah Ali-Imran verse 130 or surah An-Nisa verse 29.

The verses in the Qur'an relating to the subject matter of Social Arithmetic in surah Ali-Imran verse 130 are as follows:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْا لَا تَأْكُلُوا الرِّبٰوٓا اَضْعَافًا مُّضٰعَفَةً ۖوَّاتَّقُوا اللّٰهَ لَعَلَّكُمْ تُفْلِحُوْنَۚ ١٣٠

That is to say:O people of faith! Do not eat usury by multiplying and be devoted to Allah that you may be fortunate (QS. ali-Imran [3]: 130).

What is meant by usury here is rice riba. According to most scholars that usury is forever haram, although not multiplied.

Interpretation of the Qur'an in surah Ali-Imran Verse 130. O people who have faith in Allah and follow His Messenger, avoid taking usury in addition to the capital you lend, as the jahiliyahs do. And fear God by living His commandments and staying away from His prohibitions, that you may get the goodness of the world and the hereafter that you desire.

Furthermore, the verses in the Qur'an relating to the subject matter of Social Arithmetic in surah An-Nisa verse 29 are as follows:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْا لَا تَأْكُلُوْٓا اَمْوَالَكُمْ بَيْنَكُمْ بِالْبَاطِلِ اِلَّآ اَنْ تَكُوْنَ تِجَارَةً عَنْ تَرَاضٍ مِّنْكُمْ ۗوَلَا تَقْتُلُوْٓا اَنْفُسَكُمْ ۗاِنَّ اللّٰهَ كَانَ بِكُمْ رَحِيْمًا ٢٩

That is to say:O people of faith! You shall not eat each other's property in a vanity (unrighteous) way, except in trade which prevails on the basis of consensuality between you. And you shall not kill yourself. Truly, Allah is Most Merciful to you (QS. an-Nisa [4]: 29).

Tafsir Qur'an in surah An-Nisa Verse 29. O people who have faith in Allah and follow His messenger, you shall not take the property of others in a vanity (illegal) manner. Such as robbing the axles, stealing, bribery, and others. Unless the property becomes merchandise, it is based on the willingness between the parties to the deceased. Such treasures are what you kosher to eat and spend. And you shall not kill others, commit suicide, and plunge yourself into perdition. Indeed, Allah is most merciful towards you. One form of God's affection for you is that He forbids your blood, treasures, and honor.

The type of research and development used is by research and development methods (*Research and Development*). *Research and Development* (R&D) is a research method used to produce a certain product and test the feasibility of a product (Sugiyono, 2019).

Research and development of LKPD integrated the Qur'an on mathematics learning of students of SMP Negeri 5 Metro in research and development which will be carried out using research and development methods according to Borg and Gall in Sugiyono, here are the steps of research and development:

1. Potentials and Problems

   Research and development is carried out due to the presence of potential or problems. The potential and problems posed in research and development should be demonstrated by empirical data. Data on potential and problems does not have to be sought alone, but can be based on other people's research reports, or documentation of activity reports from certain individuals or agencies that are still *up to date*. The author in this step conducts interviews with teachers and learners. Interviews conducted to find out the field conditions related to the teaching materials used and the conditions of students, thus the existing problems can be overcome through research and develop-

ment of the Qur'an integrated LKPD in mathematics learning for students of SMP Negeri 5 Metro as a new innovation in learning.

2. Data Collection
   The collection of various information that can be used as material for integrated LKPD product planning of the Qur'an in mathematics learning which is expected to overcome problems in SMP Negeri 5 Metro, especially in class VII. At this step, a separate research method is needed. The method that will be used for research and development depends on the problem and the accuracy of the goals to be achieved. For example, in this study, collecting reference books on the subject matter to be delivered, namely Social Arithmetic, and collecting references related to the integrated LKPD of the Qur'an. Not only books but researchers also seek information by collecting several journals in the manufacture of products.
3. Product Design
   This stage is the preparation of learning media in the form of teaching materials that will be developed, namely the integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro in such a way that it becomes clear, interesting and suitable for use for students. The design of the product must be embodied in a drawing or chart, so that it can be used as a handle to assess and create it. This design is still hypothetical because its feasibility has not been proven, and it will be possible to find out its feasibility after going through tests by material experts, media experts, linguists and experts on Islamic values in the Qur'an. The final result of this step is in the form of a new product design complete with specifications.
4. Design Validation
   Before the product developed, namely teaching materials in the form of integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro, is used, it is necessary to test or validate. Design validation is the step of assessing whether the product design rationally will be more feasible than the old one or not. It is said rationally because validation is still an assessment based on rational thinking, not yet field facts. Product design validation can be done by bringing in several experts or experienced experts to assess new products that have been designed. There are four kinds of aspects that will be assessed by experts, namely material, media, language and Islamic values in the Qur'an. Each expert is asked to assess the design of LKPD products so that their shortcomings and advantages can be known. This activity is carried out to review initial LKPD products and provide input on improvements. The results of this validation will be used as a reference to revise the initial LKPD product, which still has many shortcomings so that the LKPD product can be said to be worthy of trial. Design validation can be done in discussion forums. Before the discussion, the researcher presented the research process until the qur'an integrated LKPD design was found in mathematics learning for students of SMP Negeri 5 Metro and its advantages.

5. Design Revision
   After validation of the design, there will be found deficiencies in the integrated LKPD product design of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro which was developed. Here the researcher is in charge of trying to reduce the deficiency in accordance with the suggestions given by the validator by improving or revising the design.
6. Product Trials
   After making improvements to the LKPD product design, the next step is for LKPD to be tested on students. Testing of this LKPD product was carried out in one class selected as a trial class, namely class VII 1 SMP Negeri 5 Metro. In this step only a few samples were taken from one class, in the development of LKPD in class VII 1 in one class there were 32 students, then 10 students were taken as trial samples (small class). After the developed LKPD product is completed, a test will be carried out to find out the shortcomings and advantages of the learning media developed in the form of an integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro.
7. Product Revisions
   This revision stage refers to the opinions of students as a sample of small class trials on learning media in the form of LKPD which is being tested. This opinion was seen from the questionnaire of student responses to find out whether the integrated LKPD product of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro was declared feasible and ready to be used as a learning tool for students. If the student's response to LKPD is good enough, then LKPD can be tested into a large class, but if the student's response is not good, it is necessary to revise or improve the product so that it is feasible to be tested into a large class.
8. Usage Trials
   After the testing of the LKPD product is successful and there may be revisions, then subsequently the LKPD product is applied in real conditions for a wide scope or in large classes. In its operation, the product must still be assessed for deficiencies or obstacles so that there are further improvements.
9. Product Revisions
   The revision of this LKPD product is carried out if in the use of real conditions or in a large class there are shortcomings and weaknesses. In usage tests, product developers should always evaluate how the product performs, so that it can be used for improvement and creation of new products again.
10. Mass Production
    This mass production is carried out if the LKPD product that has been tested is declared suitable for mass production. To be able to mass produce, researchers need to cooperate with companies. Then the integrated LKPD product of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro from this research and development will be given to students for use

in the learning process and is expected to help students in mastering the subject matter of Social Arithmetic studied (Sugiyono, 2019).

Of the ten steps above, the author limits only seven initial steps to be carried out because researchers and developers will only look at the feasibility of the product based on expert assessment, the attractiveness of the product based on the response of students and the effectiveness of the product developed for students based on the learning outcomes of students in the LKPD , as well as the limitations of the researcher so that it does not cover all existing steps. To arrive at the trial step of use up to mass production can be done in the next research.

The test subjects in the research and development that will be carried out are students of class VII 1 of SMP Negeri 5 Metro which total 32 people and will be taken 10 people heterogeneously as a sample of test subjects in small classes. Research and development is carried out in mathematics subjects at SMP Negeri 5 Metro in Class VII 1. The research and development intends to develop an integrated LKPD of the Qur'an on mathematics learning of students of SMP Negeri 5 Metro.

The data collection techniques used in this research and development are as follows:

1. Interview
   Interviews are the first step in product development that is used to obtain data on what kind of learning media are in accordance with the needs of students and serves to provide input in the development of integrated LKPD of the Qur'an on mathematics learning of students of SMP Negeri 5 Metro as an innovation in learning. Interviews were conducted by researchers and developers with respondents of teachers of class VII mathematics subjects, especially in class VII 1 as product trial subjects.
2. Questionnaire
   The questionnaire as a product assessment sheet is used to obtain data on the feasibility and attractiveness of teaching materials from the development of the Integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro. The questionnaire includes two stages, namely the questionnaire of test response experts consisting of material experts, media experts, linguists and experts on Islamic values in the Qur'an and questionnaires of students' responses as users. Expert test questionnaires are used to collect data on product feasibility based on the subject matter of Social Arithmetic, media in the form of the suitability of images and the language used and Islamic values in the Qur'an. As well as a user response questionnaire, namely students, this user response questionnaire will be given to students to collect information about students' interest in the integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro.
3. Documentation
   The documentation that will be used is in the form of taking pictures or photos in the product trial process. During the trial of the LKPD product, the author in research and development will be carried out by collecting data on the

condition of students when studying and solving the problems contained in the integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro (Abdurrahmat Fathoni, 2016).

The data collection instruments used in this research and development are as follows:

1. Preliminary Study Instruments
   In the form of interviews of researchers and developers with respondents of teachers of class VII mathematics subjects, especially in class VII 1 as subjects of product trials carried out to find out what kind of learning media are in accordance with the needs of students and serve to provide input in the development of integrated LKPD of the Qur'an on mathematics learning for students of SMP Negeri 5 Metro as an innovation in learning. There are several indicators that will be asked by LKPD researchers and developers in interviews with educators, namely Mrs. Sugiarti, S.Pd. as a mathematics teacher in grade VII 1 of SMP Negeri 5 Metro to see the integrated LKPD development product of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro that is in accordance with students.
2. Expert Validation Instruments
   Expert validation instruments are used to make it easier for validators to test the feasibility of the Qur'an integrated LKPD development product in mathematics learning for students of SMP Negeri 5 Metro. The research and development product in the form of integrated LKPD teaching materials for the Qur'an which has been completed is designed, then validated in the early stages by 4 validators, namely 1 material expert validator, 1 media expert validator, 1 linguist validator and 1 Expert validator on Islamic values in the Qur'an. The criteria in determining expert subjects are experienced in their fields and have a minimum of S2 education or are currently studying S2. The validation instrument uses a likert scale. Here are the validation instruments and their indicators:
   a. Material Expert Validation Instruments
      In the form of a validation questionnaire related to the feasibility in the suitability of the content of the Social Arithmetic material in the LKPD, and serves to provide input in the development of an integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro as an innovation in learning. There are several indicators that will be assessed by material expert validators, namely Mrs. Pika Merliza, M.Pd. as a lecturer at the IAIN Metro Mathematics Tadris on the integrated LKPD development product of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro.
   b. Media Expert Validation Instruments
      In the form of a validation questionnaire related to feasibility in the graphics and presentation used in the integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro as an innova-

tion in learning. There are several indicators that will be assessed by media expert validators, namely Mrs. Selvi Loviana, M.Pd. as a lecturer at the IAIN Metro Mathematics Tadris on the integrated LKPD development product of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro.

c. Linguist Validation Instruments
In the form of a validation questionnaire related to feasibility in the language used in the integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro as an innovation in learning. There are several indicators that will be assessed by the validator of the linguist, namely Mr. Muhammad Badarudin, M.Pd.I. as a lecturer at IAIN Metro as well as a tutor for iain metro Arabic intensification of the integrated LKPD development product of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro.

d. Expert Validation Instruments of Islamic Values in the Qur'an
In the form of a validation questionnaire related to the feasibility in the completeness of the subject matter of Social Arithmetic with Islamic values in the Qur'an, the truth of the contents of the Qur'an and interpretations on the subject matter of Social Arithmetic, as well as the systematics of the subject matter of Social Arithmetic integrated with the Qur'an contained in the integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro as an innovation in learning. There are several indicators that will be assessed by the expert validators of Islamic values in the Qur'an, namely Mr. Nuryanto, S.Ag. M.Pd.I. as a lecturer at IAIN Metro as well as a lecturer in charge of the Iain Metro Islamic Development Unit for the integrated LKPD development product of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro.

3. Product Trial Instruments
In the form of a questionnaire for the aspect of attractiveness given to students. The questionnaire tested the aspects of interest in the form of LKPD teaching materials integrated with the Qur'an in mathematics learning for students of SMP Negeri 5 Metro as an innovation in learning developed to determine the level of attraction of students. The instrument that will be used in the study is a closed questionnaire with a likert scale and consists of five scales. And consists of 3 criteria with 7 indicators.

The data analysis technique that will be carried out in the research and development of the Qur'an integrated LKPD on mathematics learning for students of SMP Negeri 5 Metro class VII 1 on the subject of Social Arithmetic uses qualitative data analysis techniques and quantitative data analysis techniques. Here are the steps used in qualitative and quantitative data analysis:

1. Qualitative Data Analysis Techniques
Qualitative data in the form of criticism and suggestions or assessments by expert experts consisting of material experts, media experts, linguists, ex-

perts on Islamic values in the Qur'an and student responses which are then used as a basis for revising each component of the product in the form of integrated LKPD teaching materials for the Qur'an on mathematics learning for students of SMP Negeri 5 Metro class VII 1 on the subject of Social Arithmetic which has been compiled, then analyzed to determine the feasibility, attractiveness and effectiveness of the media in the form of LKPD teaching materials.

2. Quantitative Data Analysis Techniques

   The data obtained from research and development is analyzed so that revisions can be made to the product being developed. Here are the steps in analyzing the data of preliminary study instruments, expert validation instruments and product trial instruments:

   a. Data from the validation of preliminary study instruments in the form of educator interview guidelines obtained from filling out questionnaires by experts are used as a basis for making revisions to question items before being asked in interviews with educators. As well as product feasibility data obtained from filling out questionnaires by experts, it is used as a basis for revising each component of the LKPD that has been prepared, then analyzed to find out the feasibility of the LKPD.
      1) The first step is to give a score to each criterion in the questionnaire with the provision of using a likert scale and consisting of five scales , namely as follows: Very Good (5), Good (4), Enough (3), Less (2), and Very Less (1) (Sugiyono, 2019).
      2) Furthermore, after the preliminary study assessment in the form of educator interview guidelines obtained from filling out questionnaires by experts and after assessing the feasibility of products obtained from filling out questionnaires by experts. It is then analyzed using the formula *of the validity coefficient of aiken's v*, as follows:

         $$V = \frac{\sum s}{n(c-1)}$$

         Information:
         V = Expert agreement index regarding item validity
         s = The score given by each expert minus the lowest score in the category used
         n = Number of experts
         c = Highest score in an expert-selectable category
         The criteria in proving the validity of the content are using value criteria$V \geq 0{,}4$ (Wahyudin Zarkasyi, 2018).

   b. Product interest data obtained from filling out the questionnaire by the response of students is used as a basis for revising each component of the LKPD that has been compiled, then analyzed to find out the attractiveness of the LKPD.
      1) The first step is to give a score to each criterion in the questionnaire with the provision of using a likert scale and consisting of five

scales , namely as follows: Very Good (5), Good (4), Enough (3), Less (2), and Very Less (1) (Sugiyono, 2019).

2) After the assessment of the attractiveness of the product obtained from filling out the student response questionnaire. The next step is to conclude the calculation results to be able to find out the level of score criteria in Table 1 below (Syaifuddin Azwar, 2016):

Table 1
Criteria for Interpreting Answers to The Student Response Questionnaire

Criterion	Interpretation
$x \leq \overline{x} - 1{,}5\ S_x$	Very Lacking
$\overline{x} - 1{,}5\ S_x < x \leq \overline{x} - 0{,}5\ S_x$	Less
$\overline{x} - 0{,}5\ S_x < x \leq \overline{x} + 0{,}5\ S_x$	Enough
$\overline{x} + 0{,}5\ S_x < x \leq \overline{x} + 1{,}5\ S_x$	Good
$x > \overline{x} + 1{,}5\ S_x$	Excellent

Information:
x = Criteria for interpretation of questionnaire answers
$\overline{x}$ = Average
S_x = Standard deviation

c. Data to determine the effectiveness of the product with students is to calculate the final value of the learner.

1) The first step is to give a final grade to each student's learning outcomes in the LKPD. The calculation of the final value obtained from each learner is as below:

$$Nilai\ Akhir\ = \frac{Perolehan\ Skor}{Total\ Skor\ Maksimal} \times 100$$

2) Interpreting every student's learning outcomes in the LKPD based on the Minimum Completion Criteria (KKM) applied at SMP Negeri 5 Metro, namely69 .

3) Calculate the percentage of completion of student learning outcomes in the LKPD using the formula:

$$Persentase\ = \frac{Jumlah\ Peserta\ Didik\ Tuntas}{Jumlah\ Peserta\ Didik} \times 100\%$$

4) Categorizing the percentage of completion with the interval of the completion criteria for student learning outcomes in the LKPD in Table 2 below (Andi Rosna):

Table 2
Learning Completion Criteria

Percentage (%)	Interpretation
$P \leq 20$	Very Lacking
$20 < P \leq 40$	Less
$40 < P \leq 60$	Enough

$60 < P \leq 80$	Good
$P > 80$	Excellent

Information:

P = Percentage of Learning Completion

In the research and development of the Qur'an integrated LKPD in mathematics learning for students of SMP Negeri 5 Metro, the product is said to be effective for students if the percentage of completeness of student learning outcomes in the LKPD is at least in good interpretation.

Findings and Discussions

Research and development of LKPD integrated the Qur'an on mathematics learning of students of SMP Negeri 5 Metro in research and development carried out using research and development methods according to Borg and Gall in Sugiyono, the first step is potential and problems. The author in this step conducts an interview with the teacher or educator. Interviews are conducted to find out field conditions related to the teaching materials used and the conditions of students.

Before conducting an interview with an educator, validation of the educator's interview guidelines is carried out first. The educator interview guidelines were validated by 3 experts, namely Mrs. Pika Merliza, M.Pd. (expert 1), Mrs. Selvi Loviana, M.Pd. (expert 2), and Mrs. Juitaning Mustika, M.Pd. (expert 3). The questionnaire is said to be very valid or very feasible after two validations with one revision. In addition, supervisors also have an important role in providing advice and direction so that researchers and developers can improve the questionnaire for the better.

Based on the results of the first validation test of the questionnaire, it was obtained that each assessment item had a value above 0.4 or the average validity of the instrument was 0.81, so it can be concluded that the questionnaire in this educator interview guidelines is very valid or very feasible. However, some assessment items that have valid criteria were corrected by researchers and developers in accordance with the advice of the three experts. Based on the results of the validation test of the two questionnaires, it was obtained that each assessment item had a value above 0.4 or the average validity of the instrument was 0.97, so it can be concluded that the questionnaire in this educator interview guidelines is very valid or very feasible. Then the educator interview guidelines can be used to conduct interviews with educators.*vv*

From interviews with educators, it can be concluded that innovative products in the form of teaching materials are expected to be interesting to students and in accordance with students. So that after finding the potential and problems for development, researchers and developers concluded to design a product in the form of an integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro.

The next step or the second step of the research and development method according to Borg and Gall in Sugiyono is data collection. In this research step, collect reference books on the subject matter of social arithmetic, and collect references related to the integrated LKPD of the Qur'an. Not only books but researchers also seek information by collecting several journals in the manufacture of integrated LKPD development products of the Qur'an on mathematics learning for students of SMP Negeri 5 Metro so that they can be worthy of being developed according to experts, as well as interesting and appropriate for students.

After carrying out the data collection, the third step is the design of the product. This stage is the preparation of learning media in the form of teaching materials in the form of integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro in such a way that it becomes clear, interesting and suitable for use for students. The design of the product must be embodied in a drawing or chart, so that it can be used as a handle to assess and create it. This design is still hypothetical because its feasibility has not been proven, and it will be possible to find out its feasibility after going through tests by material experts, media experts, linguists and experts on Islamic values in the Qur'an. The final result of this step is in the form of a new product design complete with specifications.

After the product is developed, then the next step or fourth step in development is design validation. Each expert is asked to assess the design of LKPD products so that their shortcomings and advantages can be known. This activity is carried out to review initial LKPD products and provide input on improvements. The results of this validation will be used as a reference to revise the initial LKPD product, which still has many shortcomings so that the LKPD product can be said to be worthy of trial.

Based on the results of the first validation test, the material expert obtained that each assessment item has a value above 0.4 or the average validity of the LKPD is 0.72, so it can be concluded that the integrated LKPD $v$of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro is valid or feasible. However, some assessment items that have valid criteria are corrected by researchers and developers in accordance with the advice of material experts. This is in accordance with the fifth step, namely design revision. In this step, the material validator suggested that the LKPD be revised in the subject matter of the single interest to make it clearer about usury, loans, and savings. After the researcher and developer have made revisions to the product in accordance with the advice of the material expert, the next step is to conduct a second validation test on the material expert validator. Based on the results of the validation test of the two material experts, it was obtained that each assessment item had a value above 0.4 or the average validity of the LKPD was 1.00, so it can be concluded that the integrated LKPD of the vQur'an in mathematics learning for students of SMP Negeri 5 Metro is very valid or very feasible. So that LKPD can be used to conduct product trials for students.

Based on the results of the first validation test, media experts obtained that each assessment item has a value above 0.4 or the average validity of the LKPD is 0.72,

so it can be concluded that the integrated LKPD $v$of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro is valid or feasible. However, some assessment items that have valid criteria are corrected by researchers and developers according to the advice of media experts. This is in accordance with the fifth step, namely design revision. In this step, the media validators suggest that the LKPD be revised in the design section of the front cover page so that the design does not seem full and piled up, the design part of the back cover page is added with the biodata of researchers and developers, the core competency part increases the *font* size, the image section is enlarged to make the image look clearer, the color selection is more adjusted to the contrast, adding illustrative images that match the subject matter, and improving the layout on the LKPD preparation so that it does not seem full. After the researcher and developer make revisions to the product in accordance with the advice of media experts, the next step is to conduct a second validation test on the media expert validator. Based on the results of the validation test of the two media experts, it was obtained that each assessment item had a value above 0.4 or the average validity of the LKPD was 0.97, so it can be concluded that the integrated LKPD of the vQur'an in mathematics learning for students of SMP Negeri 5 Metro is very valid or very feasible. So that LKPD can be used to conduct product trials for students.

Based on the results of the linguist validation test, it was obtained that each assessment item had a value above 0.4 or the average validity of the LKPD was 0.94, so it can be concluded that the integrated LKPD $v$of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro is very valid or very feasible. So that LKPD can be used to conduct product trials for students.

Based on the results of the expert validation test of Islamic values in the Qur'an , it is obtained that each assessment item has a value above 0.4 or the average validity of the LKPD is 1.00, so it can be concluded that the integrated LKPD of the vQur'an in mathematics learning for students of SMP Negeri 5 Metro is very valid or very feasible. So that LKPD can be used to conduct product trials for students.

After improvements or revisions are made to the LKPD product design, the next step or the sixth step is LKPD to be tested on students. Testing of this LKPD product was carried out in the class selected as a trial class, namely class VII 1 SMP Negeri 5 Metro. In this step only 10 learners were taken *heterogeneously* as a trial sample (small class). Data from the student response questionnaire will be obtained the quality of LKPD based on its attractiveness. After the recapitulation of the assessment of the attractiveness of the product obtained from filling out the student response questionnaire. The next step is to conclude the calculation results to be able to find out the level of criteria for interpreting the answers to the student's response questionnaire. The average response of students to the interest of the Qur'an integrated LKPD in mathematics learning for students of SMP Negeri 5 Metro is34,4, so that the conclusion can be drawn that the level of criteria for interpreting the answers to the student response questionnaire is in a fairly interesting criterion.

The next step or the seventh step in research and development is product revision. This product revision refers to the opinions of students as a sample of small class trials against the LKPD tested, because the level of criteria for interpreting the answers to the student response questionnaire is in quite interesting criteria, it can be concluded that the development product is ready to be used as a learning tool for students and can be tested into a large class. When students respond to the interest of LKPD, students first learn the LKPD that is developed. After the LKPD product developed has been studied, then students then do the questions contained in the LKPD to find out the final score. The data from the final score is used to determine the effectiveness of the product developed with students. the level of student learning completion criteria in the integrated LKPD development product of the Qur'an on mathematics learning of students of SMP Negeri 5 Metro is in the very good criteria with the percentage of completion. So that the conclusion can be drawn that the product90% developed is very effective for students.

Conclusion

The conclusions in the research and development of the Integrated LKPD of the Qur'an on mathematics learning for students of SMP Negeri 5 Metro are as follows:

1. The criteria are very valid or very feasible, through the validation of material experts who get an average validity of 1.00, the validation of media experts who get an average validity of 0.97, validasi linguists who get an average validity of 0.94 and validasi experts of Islamic values in the Qur'an who get an average validity of 1.00, so that LKPD can be used to conduct product trials for learners. In accordance with the statement from Muhammad Iqbal, this development product in the form of LKPD is very feasible because it meets the didactic or universal requirements that can be used well by all students, LKPD also prioritizes the development of social, emotional, moral, aesthetic communication skills and invites students to be active in the learning process. LKPD also meets the construction requirements because the use of language, phrasing, vocabulary, difficulty level, and clarity of LKPD is very good. The last requirement that the LKPD meets is a technical requirement because the LKPD emphasizes excellent presentation in terms of writing, images and appearance (Muhammad Iqbal).
2. The level of criteria for interpreting the answers to the questionnaire responses of students to the attractiveness of development products in the form of integrated LKPD of the Qur'an in mathematics learning for students of SMP Negeri 5 Metro is in quite interesting criteria, which is obtained through the average results of student responses of34,4 . In accordance with the statement from Eko Prasetyo Utomo in the journal of Education research, the development of products in the form of LKPD is enough to cause student attraction because it has the advantage of simplifying abstract parts by clarifying important parts so that they are easy to observe so thatit helps students

understand mathematics learning in the form of concepts and calculations. Teaching materials in the form of LKPD can also abbreviate long descriptions in a thick package book to be concise only shown with pictures (Eko Prasetyo Utomo, 2018).

3. The effectiveness of development products in the form of integrated LKPD of the Qur'an on mathematics learning of students of SMP Negeri 5 Metro with students can be drawn very effective conclusions, which is obtained from the level of criteria for student learning completion in the LKPD development product is in the very good criteria with the percentage of completeness. 90% In accordance with the statement from Artina Diniaty and Sri Atun in the journal of science education innovation 1, product development in the form of LKPD is very useful for increasing the motivation of students so that they can play an active role in the learning process. In addition, LKPD in the form of sheets also aims to spur and help students carry out learning activities in order to master understanding, skills, and attitudes (Artina Diniaty and Sri Atun, 2015).

The limitations in the research and development of the Qur'an integrated LKPD on mathematics learning of students of SMP Negeri 5 Metro are as follows: (1) Of the ten steps in research and development methods according to Borg and Gall in Sugiyono, researchers and developers limit only the initial seven steps that are carried out because researchers and developers will only see the feasibility of the product based on expert assessment, product attractiveness based on student responses and the suitability of products developed with students based on student learning outcomes in the LKPD. To achieve the trial step of use up to mass production, it can be carried out in the next study. (2) The integrated LKPD of the Qur'an was only tested in a small group at SMP Negeri 5 Metro because it was during the Covid-19 pandemic. (3) A small group trial was conducted with only 10 learners of class VII 1, the trial data would be more convincing if the number of subjects was more feasible.

Suggestions for further research and development are as follows: (1) LKPD research and development needs to be carried out on other subjects, in order to make it easier for students and educators in the learning process. (2) For research and development of the Integrated LKPD of the Qur'an in mathematics learning on the subject of social arithmetic, more emphasis is placed on the content of the Qur'an in other verses, so that LKPD can further motivate students in the learning process. (3) In this research and development, researchers and developers only conduct small class trials, so it is expected that there will be large class trials with a wider sample referring to the improvements to small class trials already carried out by researchers and developers.

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Development of E-Module Ethnomahematics-Based Mathematics

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Abstract

This study aims to develop e-module of mathematics learning based on the validity, practicality and effectiveness of the triangle and quadrilateral material. This type of research is development research. This development research was designed by following the stages of the ADDIE development model, namely the analysis stage, design, development, implementation, evaluation. The instrument used in this study was an expert validation questionnaire sheet for the validity aspect, a student response questionnaire for the practicality aspect and a test question in the form of a description of 5 questions for the effectiveness aspect. The results showed that the quality of the resulting product based on the aspect of validity met the very valid criteria. Validation by material experts got an overall average of 3,61 and validation by media experts got an overall average of 3,65.The practical aspect based on the questionnaire given to 9 students met the very practical criteria. This is based on the overall average obtained which is 3.56 in the very practical category. As for the aspect of effectiveness based on the test results meet the criteria for effectiveness. This is based on the percentage of learning completeness of 78%. Based on these results, matery learning reaches good criteria, so it can be concluded that e-module ethnomathematics based mathematics is valid and feasible to used. coupled with devastating environmental damage resulting from global warming.

Keywords: Development of e-modules, Ethnomathematics, Triangles and Quadrilaterals

Introduction

Education is a significant part of a person's life that is needed throughout his life. Education makes a person strive to improve his abilities so that he can face changes

in life. Education is a way that can be taken to form a learning process that is intended for students to be able to improve their abilities, so that they are able to go through changes around them caused by advances in technology and science (Haryoko and Jaya 2017). One of the subjects that has the most important part in the educational process at school is mathematics (Ratriana, Purwoko, and Yuzianah 2021). At least, we can see this from the time spent studying mathematics more than others. One of the subjects tested when continuing to a further education level is mathematics. Mathematical calculations can train a person to think logically, critically, creatively, and skillfully. Mathematics is also one of the sciences that has been studied since elementary school. (Admadianti and Irfa'i 2016)

The success of a lesson depends on the learning tools used (Miftakhudin, Purwoko, and Yuzianah 2019). Learning tools serve to guide the course of learning and assist teachers in carrying out the learning process. For this reason, one thing that can be done to support learning activities is to use *e-modules*. *A* good e-module is *e-module* that leads to an active learning process, such as asking and answering questions to find mathematical concepts both independently and in groups so as to create an active learning atmosphere, not just a collection of solved questions. Students will understand the material well if there are teaching materials that direct the mindset and build the independence of students

. *E-Modules* are a type of electronic teaching materials that contain learning materials that are tailored to the needs of students so that they can play an active role in learning, not only doing practice questions. and can support the learning process both independently with or without teacher guidance (Utami et al. 2018). *E-Modules* also play a role in directing the mindset of students in finding new knowledge and involving the creativity of students to find a concept or solve problems. The availability *of E-Modules* as teaching materials is still rarely used, especially based on culture or in the study of mathematics called ethnomathematics.

Based on the results of interviews that have been carried out with mathematics teachers at MTs At-Thoyyibah Depokrejo Trimurjo on January 7, 2022, it shows that in the process of learning mathematics, teachers use teaching materials in the form of printed books that have been provided from the school. The critical thinking ability of class VII students is still lacking. This can be seen from the process of solving math problems, students have not been able to analyze important information in the problem, there are still errors in the calculation process and have not been able to draw conclusions properly from the explanation given by the teacher and from the problems in the problem. Students tend to be given information by the teacher about mathematical formulas rather than constructing their own knowledge. At the school, the teacher has never developed learning media in the form of *e-modules*. Another thing that was obtained from the interview was that during the learning process in class, the condition of the students tended to be passive. There were no questions from them so that most of the teaching and learning activities were dominated by the teacher. Teachers only use learning media such as blackboards, rulers and markers. Teachers have not developed and used electronic learning media. This can make students feel unenthusiastic about learning mathematics.

The use of learning media is expected to help the teaching and learning process more effectively. In the process of learning mathematics, *e-module* aims to find

concepts and apply these concepts in a problem. An *e-module* containing material and sample questions will be easier for students to understand if the preparation process is related to life. The part that is closely related to life is culture. Culture is something that cannot be avoided in a group of people. Culture is born as a community's ability to process its environment so that it is feasible to live in. Mathematics learning that uses local culture is commonly called ethnomathematics. Ethnomathematics is a mathematical concept that was born and grew up in a community group that has characteristics in its culture, which can be used as a learning resource (Rohmaini et al. 2020).

Based on the explanation above, the purpose of this research is to produce teaching materials in the form of *E-Module* of Ethnomathematical-Based Mathematics Learning at MTs At-Thoyyibah Depokrejo, Trimurjo District, Central Lampung Regency. The development *e-module* is devoted to the material of triangles and rectangles. The chosen ethnomathematics is the traditional game Taplak or Suk-Suk Lampung which is one of the cultural heritages of Lampung Province. Lampung culture is used according to the province where the author lives, namely Lampung Province.

Theory and Method

This study uses research and development methods. The research and development method is the method used to design and create a product, and see the effectiveness of the product by testing it (Mardiah, Widyastuti, and Rinaldi 2018). The research and development model used in this research is *ADDIE*. *ADDIE* stands for *Analysis, Design, Development, Implementation and Evaluation* which consists of five stages, namely analysis, design, development, implementation, and evaluation (Purwoko, Nugraheni, and Nadhilah 2020).

The validation questionnaire was used as a material to obtain data on the validity *of the e-module* based on the assessment of the experts before conducting a limited trial of *e-module* ethnomathematics based mathematics. Student response questionnaires were used as material to obtain information about practicality based on students' responses to *e-module* the developed ethnomathematics based mathematics. The test given is five questions in the form of a description .

The data on the validation questionnaire is qualitative data. The questionnaire acts as an instrument to see the validity of *the e-module* based on expert validation. The questionnaire used is a questionnaire with a Likert scale.

Table 1. Scoring of Expert Validation Questionnaires (Sintiya, Astuti, and Purwoko 2021)

Answer Options	Score
Very Good	4
Good	3

Not Good	2
Very Bad	1

Data from the validation questionnaire were analyzed by:

1. Calculating the final value obtained by each validator from the results of the validation questionnaire.
2. Calculate the average score with the formula:

$$Average\ Score(\underline{x}) = \sum \frac{validator's\ answer}{instrument\ item}$$

3. Then determine the interval class distance in the following way:
4.

$$Interval\ distance(i) = \frac{Highest\ Score - Lowest\ Score}{\sum \quad Lowest\ grade}$$

5. Based on the interval distance above, a category table is arranged as follows:

Table 2. Expert Validation Questionnaire Category
(Sintiya, Astuti, and Purwoko 2021)

Average Answer Score	**Category**
3.25 to 4	Very Valid
>2.5 to 3.25	Valid
>1.75 to 2.5	Less Valid
1 to 1.75	Invalid

Student response questionnaire data in the form of qualitative data, aims to obtain an overview of the practicality of *e-module* the developed. The questionnaire used is a questionnaire with a Likert scale. The table for the category of student response questionnaires can be seen below:

Table 3. Categories of Student Response Questionnaires(Miftakhudin, Purwoko, and Yuzianah 2019)

Average Answer Score	Category
3.25 to 4	Very Practical
>2.5 to 3.25	Practical
>1.75 to 2.5	Less Practical
1 to 1.75	Not Practical

test result data to see the effectiveness *e-module* the developed

1. Calculation of the final value obtained from each student as following:

$$Value = \frac{sum\ of\ student\ score}{sum\ of\ highest\ total\ score} \times 100$$

2. Categorizing learning test results using *e-modules* based on the KKM set at MTs At-Thoyyibah Depokrejo Trimurjo for class VII is 70.
3. Calculate the percentage of students' test completeness by using the formula:

$$P = \frac{(Many\ students\ who\ complete)}{number\ of\ students} \times 100$$

4. Categorize the percentage of completeness with the interval criteria for the completion of the student learning outcomes test as follows:

Table 4. Criteria for Complete Learning
(Miftakhudin, Purwoko, and Yuzianah 2019)

Percentage (%)	Category
P > 80	Very Good
60 < P ≤ 80	Good
40 < P ≤ 60	Enough
20 < P ≤ 40	Less
P 20	Very Poor

In this study, the product developed is categorized as effective if the percentage of student learning outcomes test completeness is at least in the good category.

Findings and Discussion

The process of developing an *E-Module* for Ethnomathematics-Based Mathematics Learning on Quadrilateral and Triangle Materials at MTs At-Thoyyibah Depokrejo, Trimurjo District, Central Lampung Regency using the ADDIE development model.

1. Analysis

Analysis is the process of collecting information about the needs of students' learning materials that support the learning process. The results of interviews conducted with mathematics teachers obtained information that it was very necessary to use *e-modules* because previously they had not used *e-modules.* In the process of learning mathematics, the teacher has never linked the culture of Lampung with mathematics material. Therefore, students need to use *e-module* ethnomathematics-based *E-Module* will help students understand the concept of triangles and quadrilaterals and increase knowledge about Lampung culture, especially the traditional game Taplak or Suk - Suk Lampung.
This is in line with the application of ethnomathematics in education, especially mathematics education, it is hoped that later students will be able to master the targeted mathematical abilities without leaving their cultural values (Utami et al. 2018). There are 67.2% of students find it easier to understand lecture material using digital modules (e-modules) on the grounds that digital modules are more practical, interesting and not boring. Regarding student interest in the integration of mathematics with cultural values, there are 94.8% of students interested in learning more about mathematics and culture. (Sudirman et al. 2017; Merliza, 2021)

2. Design

The work process carried out at the design stage is designing the framework of *e-module* the developedThe presentation *e-module* is arranged sequentially which consists of three parts, namely:

a. Introduction Section
   In this introduction section consists of the front page (outer cover), foreword, table of contents and introductory page.

b. The content
   Section This content section consists of Chapter I and Chapter II. Chapter I describes the triangle material, basic competencies and learning experiences that students will get when studying *e-modules*, sample questions and student activities that lead to the discovery of the triangle concept and practice questions (let's practice) to train students' critical thinking skills. educate. While Chapter II describes the quadrilateral material, basic competencies and learning experiences that will be

obtained by students, examples of questions and student activities that lead to the discovery of quadrilateral concepts and practice questions.

c. Closing
This section consists of a bibliography and a back cover.

3. Development

a. Making *e-modules*
At this stage of making *e-modules* , the outline of the *e-module* was developed into a learning media in the form *e-modules* of ethnomathematics-based geometry.

b. Validation *of e-modules*
After the product has been developed, the next step is to validate the product. Validation is done in three ways, namely material expert validation, media expert validation and cultural expert validation.

1) Material Expert
Validation Material expert validation was carried out by filling out an assessment questionnaire sheet for each aspect. Based on the results of filling out the questionnaire by material experts, the average score for the first validator (x_1) is 3.76 with a very valid category "and the average score obtained from the second validator (x_2) is 3.46 with a very valid category. . While the overall average of the two validators is 3.61, which means *e-module* is in the "Very Valid" category from the assessment of material experts.

2) Media Expert
Validation Media expert validation was carried out by filling out an assessment questionnaire sheet. Based on the results of filling out the questionnaire by media experts, the average score for the first validator (x_1) is 3.69 with a very practical category" and the average score obtained from the second validator (x_2) is 3.61 with a very practical category. While the overall average of the two validators is 3.65, which means *e-module* is in the "Very Valid" category from the assessment of media experts.

3) Cultural Expert
Validation Cultural expert validation was carried out by filling out an assessment questionnaire sheet. Based on the results of filling out the questionnaire by media experts, the average score for the first validator (x_1) is 3.69 with a very practical category "and the average score obtained from the second validator (x_2) is 3.61 with a very practical category. . While the overall average of the two validators is

3.65, which means *e-module* is in the "Very Valid" category from the assessment media expert.

c. Product Revision
After product validation has been completed by validators, material experts, media experts, and cultural experts, suggestions are obtained from the validators. Then the suggestions given are used as input for revising the initial product.



Figure 1. *E-Module* before revision
(The *e-module* has not seen the ethnomatematics element)

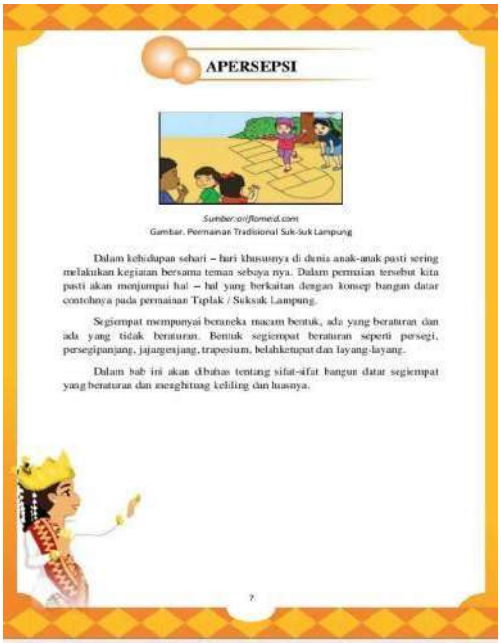


Figure 2. *E-module* after revision

4. Implementation (Product Trial Stage)

   a. Limited Trial
      In the limited trial stage, 9 students of class VIIB MTsAt-Thoyyibah Depokrejo Trimurjo.

      1) Student Response Questionnaire Results
         From the student response questionnaire data, the quality of the *e-module* based on its practicality. The student response questionnaire data can be seen from the results of trials on 9 students of class VIIB MTsAt-Thoyyibah Depokrejo Trimurjo, the overall average is 3.56. So from the questionnaire responses by 9 students of MTsAt-Thoyyibah Depokrejo Trimurjo it was included in the "Very Practical" category.

      2) Test Results
         The test is used to see the quality *of the e-module* based on its effectiveness. The test was given to 9 students of class VIIB MTs At-Thoyyibah Depokrejo Trimurjo. Based on the results of student tests in the limited trial, it is known that the percentage of learning completeness of 9 students of class VIIB MTs At-Thoyyibah

Depokrejo Trimurjo is 78%. Based on these results, learning completeness reaches good criteria, so it can be concluded that *e-module* ethnomathematics-based geometry

An ethnomathematical-based approach is an approach that can make mathematics look more real because it relates culture so that it can be accepted by students during the learning process (Arwanto 2017). It can be seen from the research that the development of ethnomathematical-based teaching materials can make it easier for students to understand the material so as to reduce students' learning difficulties, so that they can make students more enthusiastic about receiving the material and interested in the teaching and learning process carried out by developing ethnomathematical-based teaching materials (Dewi, Hadi, and Wildaniati 2022).

Conclusion

Based on the results of the assessment of the student response questionnaires, *e-module* has met the very practical criteria. From the results of student tests, learning completeness reaches good criteria, so it can be concluded that *e-modules* are effectively used in the learning process and are expected to help students in learning mathematics with triangles and quadrilaterals.

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Level of Boredom Learning Mathematics Online in Class X Students At Smk Negeri 1 Kalianda During The Covid-19 Pandemic

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Abstract

The purpose of the study was to determine the level of learning boredom during online mathematics learning for class X at SMK Negeri 1 Kalianda during the Covid-19 pandemic with a descriptive qualitative method. The sample selection using the purposive sampling technique. Thus, the sample used was 38 students. Data was collected by means of library research and distributing questionnaires on the boredom of learning mathematics online via WhatsApp. The steps of data analysis were carried out by 1) determining the general description of the questionnaire results, 2) grouping student answer scores based on online learning boredom level intervals and 3) interpreting the results of student answers based on the percentage of each indicator. The results showed that class X students at SMK Negeri 1 Kalianda have learning boredom with 10% in the low category, 74% in the medium category and 16% in the high category. This means that the majority of class X students at SMK Negeri 1 Kalianda experience boredom learning online in the moderate category, especially in mathematics. The indicator that has the highest percentage level is the loss of motivation by 75%, followed by the cognitive fatigue indicator at 71% and the emotional exhaustion and cognitive fatigue indicators at 69%. It can be concluded that the increase and decrease in mathematics learning outcomes can be caused by one of the factors, namely the boredom of learning carried out online.

Keyword Boredom of Learning, Online Learning, The Covid-19 Pandemic

Introduction

One of the viruses that have attacked the respiratory system of the Indonesian people for almost 3 years is Severe Acute Respiratory Syndrome Corona Virus 2 (SARS-CoV-2) or commonly known as Covid-19 (Fatimah & Puspaningtyas, 2020). Quoted from the official website https://covid19.go.id/ as of June 6, 2022, 6,057,142 people were positive for Covid-19, 5,897,022 people recovered and 156,622 people died. The decreasing number of cases and the increasing recovery rate is good news for the people of Indonesia. Although cases are decreasing, the implementation of the vaccine is still carried out with a target of 208,265,720 people. From the data collected, as many as 200,490,260 people have received vaccine 1, 167,730,074 people have received vaccine 2 and 46,619,169 people have received vaccine 3. Since the issuance of circular letter Number 4 of 2020 which contains the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19 19 on March 24, 2020 by the Ministry of Education and Research and Technology, learning was transferred to online learning.

To realize the applicable circular and support the government in reducing the spread of Covid-19 but not disrupting learning activities, many schools throughout Indonesia are implementing distance learning from home (Study From Home) using an online learning system. The same thing was expressed by Sunawan et al. (2021) that online learning activities during the Covid-19 pandemic are not learning activities that are well prepared but learning activities that are forced to be carried out to reduce the risk of spreading the Covid-19 virus. In the KBBI of the Ministry of Education and Culture, the term online (da.ring) is defined as being in a network, connected through a computer network, the internet and so on. According to Fatimah et al (2021) online learning is a learning process that is integrated with technology. Handarini & Wulandari (2020) also stated that online learning is a learning system that is carried out not face to face, but using a platform that can help the teaching and learning process even at a distance. This is because students can access learning resources and learning materials without being limited by place and time (Kurniasari et al., 2020). So, it can be concluded that online learning is a learning process carried out in an internet-connected network. Of the many advantages of online learning that have been described, there are also challenges that always accompany it.

One of the challenges of implementing online learning is proficiency in using technology, both on the part of educators and students. This is because online learning activities during the Covid-19 pandemic are not learning activities that are well prepared but learning activities that are forced to be carried out to reduce the risk of spreading the Covid-19 virus (Sunawan et al., 2021). So that there is a problem variance in online learning, namely: limitations in mastering technology from both teachers and students, facilities and infrastructure that are still inadequate, internet access that is not evenly distributed (limited) and less prepared in terms of budget provision (Aji, 2020). In addition to mastering technology that hinders online learning activities, Arifin (2020) also reveals that the obstacles faced by students include students feeling bored when carrying out learning which is more monotonous because each teacher gives students many

tasks. Not only mastery of technology, students who have been following online learning for a long time are starting to feel bored in learning.

Boredom has the basic word saturated which means bored and bored. Burnout was first introduced by psychoanalyst Herbert Freudenberger in 1973 (Iskandar, 2017). According to Lestari (2021) learning boredom is a learning process that takes place continuously with monotonous activities without any changes to the system being run. Therefore, learning boredom can happen to anyone, both children and adults, from students to even college students. Someone who is bored with something will show signs that can be seen from his psychology. Students who are bored with learning tend to be cynical and apathetic about lessons that they think are not interesting by showing a lack of confidence and avoiding them and not understanding the lessons that have been given (Arirahmanto, 2018). Apart from being psychologically visible, online learning boredom can be influenced by several factors.

There are two factors that influence students to experience learning boredom, namely internal factors and external factors. Internal factors that influence students to experience learning boredom are boredom and fatigue experienced by each student. This fatigue can cause boredom which can cause students to lose motivation and be lazy to participate in learning activities as well as external factors that affect learning boredom, namely intense competition that demands heavy intellectual work, learning activities with a fairly long duration of time accompanied by material that is quite widely accepted. by brain memory, causing boredom (Pawicara & Conilie, 2020). Another factor that has caused boredom in learning lately is the transfer of learning methods from face-to-face to online learning due to the spread of Covid-19 which requires students to carry out learning from home. In line with the factors that affect learning boredom that have been mentioned, Ningsih (2020) also revealed several factors of learning boredom in students during the Covid-19 pandemic, including: students have difficulty understanding the material because the learning methods used are less varied, the teacher always gives many assignments to students, students do not have friends to study together during distance learning, reduced concentration of students while studying because they stare at cellphone/laptop screens too long, limited quota and an environment that is still not supportive. After knowing the many factors that affect student learning boredom, of course, steps, tips and efforts are needed to reduce or even eliminate learning boredom.

Based on the initial stages that have been carried out by researchers, it is found that the mathematics learning outcomes of class X students at SMK Negeri 1 Kalianda have decreased. This is reinforced by the results of the Odd Mid-Semester Examinations (UTS) for the 2021/2022 academic year in mathematics subjects which show 89% of students scored below the KKM and there is a significant difference between online learning and limited face-to-face learning (PTM-T). Mrs. Iin Rahmatul Ula, S.Pd also confirmed that students' mathematics learning outcomes decreased during online learning. Based on these problems, the researcher is interested in conducting research on online learning boredom with the aim of knowing the level of learning boredom during mathematics learning conducted online for class X at SMK Negeri 1 Kalianda during the Covid-19 pandemic.

Theory and Method

In accordance with the purpose of the study, namely to determine the level of learning boredom during mathematics learning which was carried out boldly in class X at SMK Negeri 1 Kalianda during the Covid-19 pandemic, this study used a qualitative descriptive method. The population used is all students of class X at SMK Negeri 1 Kalianda with the sampling technique using the Purposive Sampling method. The sample selection using purposive sampling was deemed and in accordance with the criteria determined by the researcher to be effective. Thus, the sample used was 38 students consisting of 3 boys and 35 girls. The data collection technique was carried out by collecting relevant information in accordance with the research and distributing the boredom learning questionnaire boldly in the form of a Google Form through the Whatsapp group. The indicators used to measure the level of boredom in learning boldly are according to Agustin et al. (2020): area of emotional exhaustion (emotional fatigue), area of physical exhaustion (physical exhaustion), area of cognitive exhaustion (cognitive fatigue) and area of loss of motivation (loss of motivation). Before the questionnaire was given to the sample, the researcher conducted a trial on 39 students who were not the sample. For this purpose, the questionnaire used is robust and error-free. The questionnaire given consisted of 45 statements with 22 positive statements and 23 negative statements. Alternative answers using a Likert scale are Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS) and Strongly Disagree (STS). The results of the trial showed that there were 8 invalid statements, so the 8 statements were not used for research. Furthermore, the questionnaire was tested for reliability using Cronbach's Alpha with a value of 0.925. This means that each item of the questionnaire is valid and reliable and ready to be distributed to the sample. The analysis technique in this study was carried out by 1) determining the general description of the results of the questionnaire, 2) grouping student answer scores based on the interval of learning boredom levels boldly and 3) interpreting the answer results based on the percentage of each indicator.

Findings and Discussion

At the initial stage, the researcher conducted an interview with one of the mathematics subject teachers at SMK Negeri 1 Kalianda. From the results of the interviews, it was found that the students of class X, especially in class X of OTKP 2, experienced a decrease in learning outcomes during online learning. This is reinforced by the results of the Odd Mid-Semester Examination (UTS) for the 2021/2022 academic year which shows 89% of students scored below the KKM and there is a significant difference between online learning and limited face-to-face learning (PTM-T). Therefore, researchers and mathematics subject teachers suspect that there is a boredom factor in online learning that affects the decline in learning outcomes. To answer these allegations, the researchers conducted

research on online learning boredom by compiling research instruments according to four predetermined indicators, distributing questionnaires and processing student answers. After the researcher finished compiling the research instrument, the questionnaire was tested on students who were not the sample. This aims to anticipate the occurrence of the inadequacy of the questionnaire as a research measuring tool. In the following, the distribution of statement items for each indicator is presented.

Table 1. Distribution of Statement Items on the Online Learning Boredom Questionnaire

No.	Indicator	Statement Item Number		Amount
		Positive	Negative	
1.	Emotional Fatigue	13, 15, 22, 24, 35, 45	14, 23, 33, 34, 36, 42, 43	13
2.	Physical Fatigue	2	16	2
3.	Cognitive Fatigue	4, 5, 30, 32, 37, 38	6, 7, 12, 21, 26, 27, 31	13
4.	Losing Motivation	8, 20, 28, 29, 44	9, 18, 19, 40	9
	Total	18	19	37

Based on the table above, there are 37 valid and reliable statements with 13 statements of emotional exhaustion, 2 statements of physical exhaustion, 13 statements of cognitive fatigue and 9 statements of loss of motivation. The scale used is a Likert scale with five alternative answers, namely Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS) and Strongly Disagree (STS). The answer score is adjusted to the statement submitted which is positive or negative. The following is a guide to scores on a Likert scale according to Pranatawijaya et al. (2019).

Table 2. Likert Scale Score

Positive Question	**Score**	**Negative Question**	**Score**
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Neutral	3	Neutral	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

From table 2, it can be seen that if the statement is positive then the score strongly agrees = 5, agrees = 4, neutral = 3, disagrees = 2 and strongly disagrees = 1 and vice versa with negative statements. Furthermore, the researcher describes in general the results of student answers on the online learning boredom questionnaire by looking for the number of questionnaires, range, minimum, maximum, average and so on. The calculation results are presented in the following table.

Table 3. Overview of Questionnaire Answer Results

Boredom of Learning Online	
Sum	5019
Range	79
Minimum	104
Maximum	183
Mean	132,08
Standard Deviation	21,628
Variance	467,750

In table 3, the number of calculations obtained from 38 students is 5019 with an average of 132.08. The highest answer score is at 183 and the lowest score is at 104. The standard deviation is 21,628, the range is 79 and the variance is 467,750. After obtaining an overview of the research, researchers can arrange online learning boredom level intervals using the average value and standard deviation. In the low category the interval formula used is $X < M - SD$, the medium category uses the formula $M - SD \leq X \leq M + SD$ and the high category uses the formula $X \geq M + SD$. The following presents the results of calculations and percentages that have been categorized.

Table 4. Level of Online Learning Boredom

Category	Interval	Interval Score	Percentage
Low	$X < M - SD$	$X < 110$	10%
Medium	$M - SD \leq X \leq M + SD$	$110 \leq X \leq 154$	74%
High	$X \geq M + SD$	$X \geq 154$	16%

In table 4, class X students at SMK Negeri 1 Kalianda who experience online learning boredom are 10% in the low category, 74% in the medium category and 16% in the high category. That is, the assumptions made by researchers and teachers of mathematics subjects are correct. There is a boredom of learning online in class X students at SMK Negeri 1 Kalianda, especially in mathematics subjects with the majority being at a moderate level of 74%. This is one of the reasons why online learning outcomes often decline. In line with Rinawati & Darisman's (2020) research, students who experience online learning boredom levels as much as 55% and followed by a low level of 45%, which means that the boredom level can still be overcome, but must be anticipated because it will interfere with the learning process. The last step in the research is to interpret each indicator of online learning boredom based on the percentage results. The following is the calculation results based on each indicator.

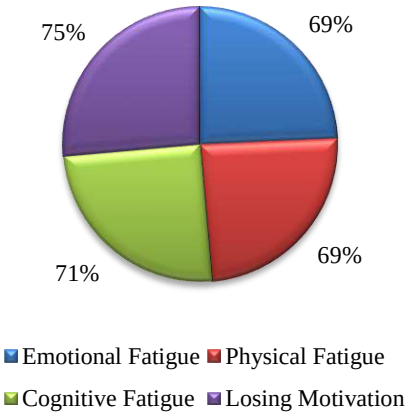


Figure 1. Percentage Diagram on Online Learning Boredom Indicators

From Figure 1, it can be seen that the indicator of loss of motivation has a high percentage level of 75%. Based on the results of students' answers to negative statements, as many as 65% of students were dissatisfied with the learning outcomes obtained, 82% of students did assignments carelessly, 74% of students wanted to stop learning and 67% of students did more activities other than studying. From this answer, it is in line with Murti & Yusri's research (2019), namely if students experience a loss of motivation, students will show a loss of idealism, realize that dreams are not real and lose enthusiasm for learning. Naldi et al. (2018) also revealed in his research that students who lose motivation tend to show psychological withdrawal attitudes as a response to excessive stress and a sense of dissatisfaction they experience. It is different with positive statements, 77% of students enjoy discussing with friends discussing assignments, 77% of students are enthusiastic to listen to the teacher's explanation of the subject matter, 80% of students have hopes of excelling in learning, 78% of students feel that teachers provide support to get good grades. good and 74% of students have never given up on the value that has been obtained in learning. So, although many students state negative things about the online learning process on indicators of loss of motivation, they still have the desire to be able to excel in learning. This is indicated by the attitude of students in doing random assignments but students still want to discuss with friends discussing assignments and are eager to listen to the teacher when explaining the material. In addition, the teacher provides support to get good grades so that when students get unsatisfactory grades, students tend to ask for improvement.

Furthermore, the cognitive fatigue indicator ranks second with a percentage of 71%. The results of student answers show that 62% of students find it difficult to focus on the subject matter, 62% of students feel inferior when hanging out with friends who have good achievements, 78% of students feel that what they have done in learning so far is in vain, 76% of students refuse when asked for opinions by friends related to learning activities, 75% of students imagine that learning

activities are just failures, 72% of students do not have concern for friends who invite them to study and 74% of students feel unable to accept the tasks given by the teacher in lessons. As stated by Rohimah (2020) in her research, if students experience learning boredom, it can reduce concentration and absorption of the material provided by the teacher. Pawicara & Conilie (2020) also revealed in their research that the decrease in concentration can be influenced by emotional dynamics, the density of activity and a lot of pressure. In positive statements, students stated that 79% always help friends who have difficulties in learning, 76% of students feel happy to follow lessons and do lesson assignments, 76% of students feel confident to discuss learning activities, 65% of students do not easily forget about the subject matter that has been explained by the teacher and friends, 62% of students feel that they remain concentrated and are not easily distracted when reading textbooks and 72% of students feel that learning with all its tasks is a very fun activity. Afifah (2019) stated that learning boredom does not affect learning concentration and may occur due to other factors that can affect learning concentration. Thus, although students find it difficult to focus their attention on the subject matter, students feel that they remain concentrated and are not easily distracted when reading textbooks.

The third order is emotional exhaustion which has a percentage of 69%. In negative statements, students gave the opinion that 76% of students did not like the success of other people's learning, 72% of students felt that their family did not support their learning outcomes, 49% of students were worried about not being able to complete lesson assignments, 59% of students felt tired and tired. after doing learning activities, 66% of students feel that failure in learning is caused by their weakness, 72% of students feel that there are more and more learning tasks and are unable to complete them and 66% of students easily give up if they are unable to complete lesson assignments. From the results of these answers, students stated that the family did not provide support for their learning outcomes so that students felt that their weaknesses were the cause of failure in learning. Therefore, Hanina et al. (2021) stated that learning boredom could come from a lack of parental support. In addition, when students do not get support from the surrounding environment and even their parents, students tend to give up easily and are reluctant to complete their assignments. In positive statements, 72% of students have sufficient time to complete lesson assignments, 67% of students never find it difficult to focus on learning activities, 73% of students feel happy to hear friends in class talk about material or lesson assignments. , 77% of students are able to compete with their friends in class to achieve success in learning, 77% of students feel confident getting good results in every learning effort they make and 77% of students feel enthusiastic about doing lesson assignments. From the results of the positive statement answers, even though students feel emotionally exhausted, students are still able to compete with their friends, are sure to get good grades from each of their efforts and remain enthusiastic about doing the tasks given. To continue to support students' efforts to have a passion for learning, teachers can apply various methods, approach students and conduct evaluations (Astaman et al., 2018).

Finally, the indicator of physical fatigue with a percentage of 69%. The results of student answers on negative statements are 72% of students feel pain in certain

body organs when getting lesson assignments from the teacher. This is in line with what Sutarjo et al. (2014) namely when students experience physical fatigue, students tend to show attitudes such as easily tired and tired while studying, headaches, fever, back pain (pain), tension in the neck and shoulder muscles, frequent colds, nausea and restlessness. Iskandar (2017) also stated that students who experience physical fatigue are characterized by feeling tired and tired every day, headaches and stomach disorders, experiencing sleep disorders, experiencing eating disorders, frequent palpitations. Kurnia (2020) also revealed that students often divert online learning activities by playing games and it is not surprising that students often only fill in absences because they are lazy to take part in learning. When students divert activities during learning such as playing games, students tend to be sleepy and feel unwell due to lack of rest (Tutuala et al., 2021). In addition to adequate rest, food intake also influences in determining energy and concentration in thinking during learning (Fauziah, 2013).

Conclusion

Based on the results of the study, it was found that class X students at SMK Negeri 1 Kalianda experienced learning boredom with 10% in the low category, 74% in the medium category and 16% in the high category. This means that the majority of class X students at SMK Negeri 1 Kalianda experience boredom learning online in the moderate category, especially in mathematics. The indicator that has the highest percentage level is the loss of motivation by 75%, followed by the cognitive fatigue indicator at 71% and the emotional exhaustion and cognitive fatigue indicators at 69%. It can be concluded that the increase and decrease in mathematics learning outcomes can be caused by one of the factors, namely the boredom of learning carried out online. So it is necessary to take action to anticipate the boredom of learning at an advanced level.

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Students' perception in utilizing Flipped Classroom as the Learning Model using ICT in English for Engineering Class

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Abstract

In today's era, students are highly fond of technology. As a result, lecturers are required to be able to create relevant learning experiences through the use of technology. The use of technology in flipped classrooms is one of them. For engineering students, mastering English for Engineering is hard work. Therefore, teachers must be able to identify an appropriate and effective technique for students to improve their English proficiency. This research intends to investigate the use of edpuzzle and Quizlet in the flipped classroom of ESP instruction. This study employs a quantitative descriptive analysis technique that employs data conversion via a Likert scale. With the aid of questionnaires and interviews, information was gathered. Statistical descriptors were used for the acquired data for further analysis. The results indicated that engineering students viewed the flipped classroom method well. In addition, this study discovered that the Flipped Classroom Method Using Edpuzzle and Quizlet in an ESP course had enabled Engineering students to develop solid social contacts in which they can learn, teach, and share knowledge.

Keyword Edpuzzle, Engineering Students, ESP course, Flipped Classroom, Quizlet

Introduction

The growth of economic globalization and regional economic integration has affected the high demand for sufficient proficiency in the international language, which is rising steadily. ESP is an English course designed around the specific requirements and goals of the students. English for Specific Purposes (ESP) attempts to develop students' ability to employ language in a professional situation to have a high applicability value. However, considering its ambiguous content and the complicated and varied sentence structure of the English Language, most students at Vocational Higher Education Students at Banjarmasin feel offended and unable to meet the desired learning objectives(Ningsih, 2020). The flipped classroom, which is a relatively new teaching approach that attempts to shift the lecture outside of the classroom, uses self-learning as its primary style and integrates student time both inside and outside the classroom through a practical class design and is considered effectively stimulate student learning initiative and enrich teaching concepts, teaching methods, and teaching content of ESP classes. The paper explores the fundamental features of flipped learning, outlines the main steps in the development of this educational technology, and shows its evolution from the basic "flipped classroom" model to the modern "flipped learning" concept using groundwork literature on flipped learning and related concepts and a descriptive method of study. Today, we can still see a basic idea of "flipped classroom" technology, which boils down to a simple inversion of homework and classroom work. The study demonstrates that, while the inversion of homework and classroom work is the underlying idea, flipped learning necessitates additional conceptual changes in the learning process, namely, a radical rethinking of the teachers, students, and the substance of their face-to-face time. Flipped learning may be seen as a type of educational meta-strategy that fosters a tailored approach to learning and all of the fundamental active learning methods. The work is relevant because there is a need to adjust the learning process in higher education to changes in the national education system and global socioeconomic changes. The paper contributes to a favorable attitude toward the current transformation process in national education by providing theoretical foundations and explanations of some of the essential aspects of flipped learning to Russian practitioners (Gnutova, 2020). By applying this teaching model to the ESP classroom, it is expected that the involvement and the activeness of the students will assist them in overcoming their difficulties in acquiring English proficiency(Anggraeni et al., 2020; Fitria, 2019; Ishak et al., 2019; Pudjiati & Fitria, 2022; Putri & Sari, 2020).

Supposedly, implementing ICT into the flipped classroom allows students to prepare outside of class and engage in active learning in class to improve their language skills. Therefore, the application of ICT in the flipped classroom model may potentially influence the effectiveness of implementing this learning approach for foreign language instruction. Edpuzzle and Quizlet are two online learning tools expected to contribute to the implementation of the flipped classroom teaching approach efficacy(Gnutova, 2020; Konoplianyk, 2021).

Students complete academic tasks at home and assignments at school in a flipped classroom. The flipped classroom model flips the order of in-class and out-of-class

activities; students review the theoretical portions of the lesson via online videos before class, demonstrate the content, and compose questions. Teachers establish an interactive environment for students to work in pairs and groups, engage in problem-solving, discussion, and higher-level thinking abilities, and engage in these activities within the classroom. Students do not confine themselves to class time because instruction occurs in various formats outside the classroom (Gnutova, 2020; Konoplianyk, 2021). Instructors deliver the lesson outside the classroom to direct students to engage in multiple collaborative activities and co-construct knowledge with their teachers and classmates inside the classroom. This allows each student to study actively, boosts their motivation, and facilitates more profound levels of comprehension. Edpuzzle, as an online learning tool, enables students to comprehend the topic through videos, and the teachers can control student involvement through the available features (Rosyiidah, 2020), whereas Quizlet enables students to master vocabulary before engaging in face-to-face learning with the teachers (Toy & Buyukkarci, 2019).

Theory and Method

Theory

One of the most recent educational trends is the flipped classroom as a blended learning model. It was recently implemented in Ukraine and is still being investigated. However, the flipped classroom concept is not new: it was popularized about 13 years ago, and some of its principles had been applied by educators even earlier. Although there is no agreement among researchers on the concept of "flipped classroom," which they define as a "technology," "method," "approach," "model," and "principle," they all agree that flipped learning "the activity that was traditionally done in a classroom is now done at home, and which was traditionally done as homework is now completed in a classroom" (Chen *et al.*, 2018; Konoplianyk, 2021). In our study, the flipped classroom is viewed as a method of organizing learning in which in-class and out-of-class work are "inverted" so that students learn the theoretical material before class and then use the classroom time to deepen their understanding of the material by discussing and solving problem tasks. The flipped classroom offers significant flexibility and engages students in the learning process, creating a dynamic and creative environment in which students learn to think critically and solve problems collaboratively (A.A.G. Ekayana et al., 2021; Ishak et al., 2019; Konoplianyk, 2021).

When the teacher explains a new learning material in a traditional class, students perceive the material when speaking. They do not have the opportunity to pause to reflect on the information given or to listen again if something is unclear, so they may miss important ideas. Furthermore, today's students, who are members of the digital generation, have grown up with the Internet, YouTube, and social media and have advanced computer skills, so they are interested in applying these skills to learn new things (Konoplianyk, 2021).

The complete or partial transfer of the learning process to self-study is a distinguishing feature of the flipped classroom. Simultaneously, the extra classroom time is used for interactive activities that foster students' critical thinking and creativity.

Students attend class to demonstrate how to apply theoretical knowledge in practice, not to gain theoretical knowledge. However, J. Bergmann and A. Sams point out that specific topics in the curriculum are better studied in the classroom, implying that the teacher must carefully select the method based on the content (Konoplianyk, 2021).

Although various forms of flipped learning are available today, they all follow the same basic principle: critical discussions, practice, and application take place in the classroom. As a result, students perform tasks requiring more complex cognitive activities in the classroom under the teacher's supervision (Konoplianyk, 2021). The analysis of the studies mentioned above allowed us to identify the following flipped classroom characteristics that can also be attributed to teaching ESP:

The traditional elements of classroom work and homework have changed. Instead of presenting theoretical material in the classroom, teachers use modern ICT tools to provide students with information for self-study. The material is discussed in the classroom, as is the explanation of the most challenging points and generalization of previously learned material. As a result, students participate in more engaging activities in the classroom: the language is used more practically, and acquired knowledge is consolidated through discussions, conversations, small group work, joint problem solving, and project completion. The level of task complexity and activity expansion gradually increase, providing feedback and activating acquired knowledge. Learning must be organized so that students know the benefits of their self-study at home and use the results to stimulate their out-of-class activities(Konoplianyk, 2021).

Flexibility. When working with educational material, students can work in asynchronous and individual modes at a time, place, and convenient method (Konoplianyk, 2021).

Individualization. Students can work at their own pace, pausing the recording or track, replaying it, and finding the necessary additional information or explanations on the Internet or in reference books. This is especially beneficial for struggling students to complete their learning tasks. As a result, the problem of prior multilevel readiness can be partially addressed.

Differentiation. To accommodate students' individual learning styles (visuals, auditory), the learning material is presented in a variety of formats (text, audio, video) and forms (presentations, podcasts, videocasts, screencasts). Because of the extensive use of graphics and animation, video lectures provide better visualization of the relationships between objects than a whiteboard in the classroom. Video lectures are frequently regarded as an important component of the flipped classroom, and teachers can either create their own (e.g., using video creation tools) or use existing ones (YouTube, TED talks, etc.) (Konoplianyk, 2021).

Personalization. The flipped classroom encourages an intensive exchange of views and ideas between the teacher and students, encourages them to interact actively to achieve learning goals, and provides feedback. The teacher's and students' roles have shifted. Flipped learning involves a shift in the teacher's role, from knowledge translator to facilitator of students' activities, which contributes to the teacher's closer cooperation with students during learning and the development of specific competencies. A student's role shifts as well: they are no longer passive recipients of content but active agents accountable for learning outcomes. This

promotes their independence by encouraging self-study and professional self-improvement (Konoplianyk, 2021).

The assessment has shifted. The flipped classroom modifies the traditional assessment process based on replicating knowledge and its application in a clearly defined academic situation. Flipped learning allows for a broader range of control over students' knowledge based on the tasks they face. The need to use this technology when teaching ESP at the National Aviation University was driven primarily by a reduction in the number of classroom hours allotted to this discipline. With fewer classroom hours, the importance of students' self-study has grown, and the achievement of learning outcomes depends on the effectiveness with which self-study is organized (Konoplianyk, 2021).

Method

This study employs a quantitative descriptive analysis technique using a Likert scale to convert data. The sample size for this study was 46 students from the Mechanical Engineering Department at Banjarmasin State Polytechnic. The number of samples determined is greater than the minimum number of statistical requirements, namely 30 samples (Prasetia *et al*., 2022; Pratiwi *et al*., 2014) . The Likert scale is a gradational measurement scale that ranges from positive to negative values. The Likert scale assesses a group of people's attitudes, opinions, and perceptions of social phenomena known as research variables. The variables to be measured are translated into dimensions, dimensions into sub-variables, and sub-variables into indicators that can be measured using a Likert Scale. Finally, these measurable indicators can be used as a starting point for developing instrument items in the form of questions or statements that respondents must answer (Suwandi *et al*., 2018; Nasrullah *et al*., 2021). Information regarding the students' perspectives on the implementation of flipped classrooms is in the following Table 1.

Table 1. A statement regarding the students' perspectives on the implementation of flipped classrooms

No	Statements
1	Flipped classroom model accommodates the objective of learning.
2	My language learning improved after using the flipped classroom.
3	Flipped classroom provides tools that support me in acquiring English.
4	I am trained to have critical thinking in conducting flipped classroom models.
5	The content and material presented in the video are clear.
6	The structure of the learning is clear.
7	Edpuzzle and Quizlet contribute more to the success of flipped classroom model.
8	I am given freedom on how to learn in the flipped classroom model.
9	Flipped classroom provides an exciting model of learning.
10	It is easy to apply flipped classroom model using Edpuzzle and Quizlet.
11	My skills are developed: English, technology literacy, and others.
12	I can conduct long-distance learning anytime and anywhere.
13	I enjoy learning grammar using flipped classroom model.
14	The lecturer spends more time coaching and facilitating learning and less time providing whole-class instruction and demonstration.
15	There is learning that involves using digital technologies, such as videos to provide direct instruction on new concepts outside the classroom.
16	Student receive feedback not only from the lecturer but also from their classmates or peers.

No	Statements
17	The teacher always makes himself available to all students for individual or group consultation.
18	The class time is spent on hands-on activities rather than the traditional lecture type.
19	The students are allowed to engage in meaningful activities without the lecturer being central.
20	Homework time is typically used to prepare for lessons through students watching online instructional video and presentations on a particular topic prior to lessons.

Findings and Discussion

The flipped classroom is structured by the use of digital learning tools for out-of-class activities such as self-study. In the paper, these tools are classified by purpose: learning vocabulary, checking reading or listening comprehension, improving listening, writing, and speaking skills, and so on. ESP Lecture can use the recommended tools to organize blended and distance learning. According to the survey, the majority of students majoring in "Automation and Computer-integrated Technologies" believe flipped learning is effective (Table 1). Students' engagement in learning, increased motivation and interest, learning at a convenient pace, constant availability of learning material, interesting interactive tasks, more time in the classroom for developing communication skills, and increased learning efficiency are just a few of the benefits of the flipped classroom.

Table 2. The results Number of answers to questions per item using a Likert scale

No	Statements	Percentage (%)				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Flipped classroom model accommodates the objective of learning.	30,4	47,9	21,7	-	-
2	My language learning improved after using the flipped classroom.	17,4	58,8	15,2	4,3	4,3
3	Flipped classroom provides tools that support me in acquiring English.	24,0	54,3	15,2	4,3	2,2
4	I am trained to have critical thinking in conducting flipped classroom models.	11,0	63,0	19,6	2,2	4,3
5	The content and material presented in the video are clear.	37,0	39,2	15,2	4,3	4,3
6	The structure of the learning is clear.	34,9	43,5	15,2	4,3	2,2
7	Edpuzzle and Quizlet contribute more to the success of flipped classroom model.	37,0	50,0	6,6	4,3	2,2
8	I am given freedom on how to learn in the flipped classroom model.	28,3	65,2	4,4	-	2,2

No	Statements	Percentage (%)				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9	Flipped classroom provides an exciting model of learning.	28,3	54,4	15,2	-	2,2
10	It is easy to apply flipped classroom model using Edpuzzle and Quizlet.	30,4	52,3	13,0	2,2	2,2
11	My skills are developed: English, technology literacy, and others.	24,0	52,2	17,4	4,3	2,2
12	I can conduct long-distance learning anytime and anywhere.	47,9	43,5	2,2	4,3	2,2
13	I enjoy learning grammar using flipped classroom model.	21,7	45,8	26,1	4,3	2,2
14	The lecturer spends more time coaching and facilitating learning and less time providing whole-class instruction and demonstration.	34,8	45,8	13,0	4,3	2,2
15	There is learning that involves using digital technologies, such as videos to provide direct instruction on new concepts outside the classroom.	32,7	54,3	6,5	4,3	2,2
16	Student receive feedback not only from the lecturer but also from their classmates or peers.	19,7	54,3	19,6	4,3	2,2
17	The teacher always makes himself available to all students for individual or group consultation.	30,4	56,6	8,7	2,2	2,2
18	The class time is spent on hands-on activities rather than the traditional lecture type.	15,2	39,1	28,3	11,0	6,5
19	The students are allowed to engage in meaningful activities without the lecturer being central.	19,7	52,2	17,4	8,7	2,2
20	Homework time is typically used to prepare for lessons through students watching online instructional video and presentations on a particular topic prior to lessons.	19,6	47,9	21,7	4,3	6,5

Another advantage of the flipped classroom is that it increases the efficiency of face-to-face classroom sessions. Teachers use classroom time to perform practical tasks and reproduce real-life communicative situations, rather than explaining theoretical issues assigned for self-study, i.e. engaging and creative activities that include higher-order cognitive processes and require practical application of acquired knowledge. The teacher has a better opportunity to analyze students' mistakes by observing classroom assignments and blog posts, allowing him or her to focus on specific issues and prevent them (Fitria, 2019, 2022b; Ningsih et al., 2022; Pudjiati & Fitria, 2022; Putri & Sari, 2020; Safitri & Khoiriyah, 2017).

The following are the primary reasons why teachers prefer the flipped classroom: a better learning experience for students, ICT accessibility, increasing students' activity in the classroom and beyond, increasing the number of discussions and better cooperation among students, personalization of learning, the possibility and convenience for struggling students and those who have missed a lesson to continue learning, development of practical skills, students' involvement, and I The use of a broader range of communication methods aids in attracting and engaging more students, as well as activating students' self-study. However, the implementation of flipped classroom technology may cause dissatisfaction among both teachers and students at first, so this process should be introduced gradually (A.A.G. Ekayana et al., 2021; Berlinda Mandasari, 2019; Chen et al., 2018; Fitria, 2022a; Ishak et al., 2019; Konoplianyk, 2021; Pudjiati et al., 2022; Rahmawati et al., 2018; Sari, 2018).

The significant time spent by the teacher to create a database of materials on educational Internet platforms and prepare the relevant materials, as well as insufficient knowledge of IT and inability to work with the required tools, is a significant barrier to technology integration. There is also a requirement to develop a system for monitoring and checking students' home assignments; however, this disadvantage is overcome by modern distance learning resources, which allow the teacher to track students' performance on course assignments. Technical equipment can also be a source of contention. The limiting factor is students' general passivity and their low level of intrinsic motivation. Plagiarism and academic dishonesty are also issues that should be addressed, as they are exacerbated in the context of virtual education. Thus, organizing a flipped classroom is a complex process that necessitates extensive planning and methodological support. Only careful planning of course content, selection of teaching methods, and use of appropriate technical tools will result in efficiency (A.A.G. Ekayana et al., 2021; Ishak et al., 2019; Konoplianyk, 2021).

Conclusion

The flipped classroom is one of the current trends that, with proper organization, can increase students' motivation and success. Using it to teach ESP to bachelor's students in automation and computer-integrated technologies enabled a shift from passive to active learning, resulting in improved English proficiency. Flipped learning distinguishes itself by focusing on the effective use of time in the classroom, taking into account different types of students and their learning styles, allowing students to take responsibility for their learning, increasing teacher-student interaction, and shifting the teacher's role from translator to facilitator. With its three main phases, the effective flipped classroom is built on student-centered learning. During the pre-class phase, lower-order thinking skills such as remembering and understanding can be developed independently. By transferring some instructions online on purpose, more time in the classroom is dedicated to discussion, analysis, and application of the acquired knowledge, so this phase is distinguished by the development of applying and analyzing skills. It is then followed by the development of evaluating and creating abilities in the classroom or during the post-class phase. Because of time constraints, these higher-order thinking skills are frequently overlooked in traditional classes. However, the study revealed some challenges, such as

technical issues, a lack of intrinsic motivation, organizational and time management skills. Despite these drawbacks, the flipped classroom has excellent potential for use in teaching ESP at the university level. In the future, we plan to investigate the pedagogical conditions for developing students' communicative competence in foreign languages within the flipped classroom context.

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Utilizing Portfolio Task with "Ublapps" in Hybrid Learning of Forensic Linguistics during Covid-19 Post-pandemic

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Abstract

In this paper, we discuss the experience in utilizing portfolio task with "Ublapps" in hybrid learning of Forensic Linguistics during the post-pandemic of Covid-19 at the English Education Department, Universitas Bandar Lampung (UBL). Ublapps is an application developed and implemented by the Management Information System Unit UBL for services to students in supporting academic and online learning activities. We focus on the experience of the students who took the course of forensic linguistics. In the course, they learn the scientific study of language and its application in the legal context. The students were assigned to write the portfolio tasks using the application aiming at strengthening their ability to make their own learning visible. The assignments were of a self-reflective nature where the students were asked to relate their own learning to the course content and to identify its application areas. The students received during the semester individual feedback from the lecturer. The intention with the feedback was to guide and encourage students to take a personal approach to the course content. We highlight that portfolio strategies can be well aligned in enhancing the lifelong learning and independence of students by leveraging work with intended portfolio assignments. The students' experience using the application in hybrid learning of forensic linguistics shows that portfolio work can contribute to strengthening not only their scientific competence in forensic linguistics but also their personal development, self-control and self-discipline with the application.

Keyword Covid-19 post-pandemic, forensic linguistics, hybrid learning, Ublapps application.

Introduction

There are always good reasons to think a little extra about examination methods because the examination to a large extent controls the teaching (Ji, Park, & Shin, 2022; Li, King, & Wang, 2022). It sets the agenda for how the students set up their studies and how to act as students. Ultimately, the examination can also be said to be about the goal itself with the education and about the skills and abilities that are in demand (Hajovsky & Chesnut, 2022; Sokhanvar, Salehi, & Sokhanvar, 2021). Traditional forms of examination, such as the entrance examination, are usually about the student memorizing the course content to then report the subject-specific knowledge. At present, however, shopping many forms of examination that the student should reflect and also be examined in others areas other than the subject-specific ones. So-called generic knowledge or general skills, such as critically examining and reflecting on knowledge material, being able to express oneself in speech and writing and be able to master information technology, has become at least as important. To meet this requirement, other forms of examination, apart from traditional ones, are increasingly being used in higher education. Cases, problem-based learning and portfolio methodologies are some examples.

Portfolio methodology is not an unambiguous method but can assume different shapes and be used on a variety of ways (Barbosa & de Ávila Rodrigues, 2020). Many may associate portfolio with its most original use, that is say with the presentation of work samples, and its early connection to the arts and crafts industry, and its early connection to the arts and crafts industry (Wagner et al., 2009). This use, where the product or result of the learning ends up in focus, has also been supplemented to more reflection-oriented working methods. As a form of examination portfolio methodology is then about the student turning their eyes to themselves and practicing that document and reflect on their own learning. It can also be about identifying strengths and weaknesses as well as formulating goals for further development.

Reflection portfolio can in some cases be equated with other forms of examination, such as logbooks and diaries used in both primary school and higher education. The article is based on the reflection-oriented use of portfolio methodology. Since 2021, portfolio assignments have been used as part of the examination on the course of forensic linguistics at the Department of English Education, Universitas Bandar Lampung. Experience has shown that the work with portfolio data has been perceived as very positive, both by lecturers and by students, and also proved to be a good grip to meet several of them challenges posed by online teaching (Figure 1). Portfolio as a form of examination has entailed benefits in the form of reduced anonymity between lecturer and student, which has been conducive to both the work situation and the study climate (Ghaye, 2007). Lecturers have expressed appreciation for the opportunity to be supportive rather than controlling in their feedback and students have emphasized the importance of an increased degree of individual guidance in their studies. An evaluative study shows that the students appreciated the opportunity to put their words into words learning. To put the new knowledge in a personal context, and that identify aspects that can be improved, have been perceived as valuable.

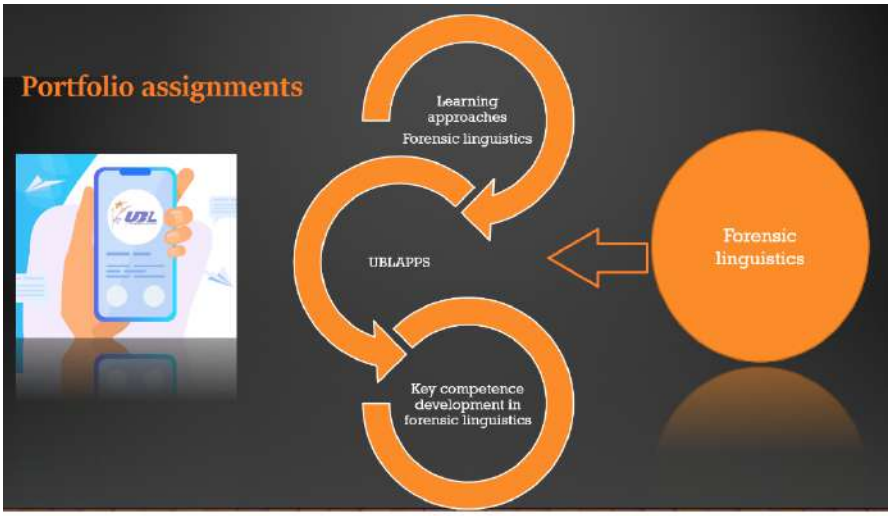


Figure 1: Utilizing portfolio assignments with Ublapps in the course of forensic linguistics at the Department of English Education, Universitas Bandar Lampung.

Although the experience of using the portfolio has been overwhelmingly positive, it can also there is reason to examine the pedagogical implications of the examination form in more detail. Particularly when something feels natural, obvious and right, it can be important to stop and think about it what effects the portfolio methodology can contribute to, i.e. also critically examine it. The purpose with the article is thus to problematize portfolio methodology with this case as a starting point as a form of examination in a wider societal context, and to analyze it with the help of a Foucault-inspired perspective. The question that the article tries to answer is how Foucault's concept controllability mentality and self-technology can help to create an understanding of the pedagogical consequences of portfolio pedagogy. First, previous research relating to portfolio as a form of examination is reproduced, and then the theoretical starting points on which the analysis is based. Then the portfolio is reproduced used at the pedagogical department in more detail, i.e. the empirical framework that the analysis is based on. Then a more critical analysis of the portfolio is presented as examination form, supported by Foucault's theories. The article concludes with a summary discussion about the duality that the examination form can be said to have.

Portfolio examination can fulfill many different functions, such as measuring, grading, motivating, arranging rank. Against this background, it is in perspective also many different approaches and research approaches that problematize examination and assessment. One such angle of approach, which has become common to study and problematize in recent times, is that of the examination relation to and consequences for learning. As described in the introduction, interest has increased alternative forms of examination, which can be seen as a movement away from the examination's controlling and measuring functions towards a focus on how different forms of examination can support learning. So-called formative forms of

assessment, which are based on the learning process, have been emphasized as more productive and supportive than summative. Within higher education, but also in adult education in general, has the socio-cultural theory formation gained a prominent position. In this perspective, previous experiences are described as important starting point for learning. The student is seen as active in their own learning and examination forms and teaching arrangements must offer opportunities for the student to be able to relate to these experiences. Examination and assessment have also been linked to the concept of employability and considered in the light of its usefulness in relation to the future working life. Portfolio as a form of examination can, in light of its broad scope and consistency with this view of the role of the examination, it is said be a form of examination in time.

In a number of different areas of society today, there is a strong focus on the individual and that one must develop oneself. The same applies in the field of education where there is often talk of the individual's constant development and opportunity for improvement. One concept that captures this well is lifelong learning, which reappears in a number of official one's documents both at international and national. Lifelong learning that idea is based on a notion of individuals that independent subjects, to those who govern themselves, identify what knowledge and skills are needed and then make sure to get them. This idea coincides very well with the purpose of the portfolio in teaching, as to a large extent is about the student, on an individual level, identifying what skills he or she lacks and to then develop and get better.

In the light of the above-described view of examination as a learning opportunity, it is also interesting to include a theoretical perspective that takes a different approach as in larger extent sheds light on the control that the examination constitutes. In educational research has Foucault's concept formed the basis for many interesting analyzes of various pedagogical practitioners, also in relation to examination. The concept of lifelong learning has also been analyzed starting point in Foucault's conceptual world (Brookfield, 2016).

Method

The research is qualitative in nature. In the study, we observe on the experience of the students (n = 62) who took the course of forensic linguistics at the English Education Department, Universitas Bandar Lampung (UBL) in utilizing "Ublapps" in hybrid learning during the Covid-19 post-pandemic. Ublapps is an application developed and implemented by the Management Information System Unit UBL for services to students in supporting academic and online learning activities (Figure 2). The students are utilizing "Ublapps" in for learning during the Covid-19 pandemic and post-pandemic at the English Education Department, Universitas Bandar Lampung (UBL). The students took the course of forensic linguistics for their portfolio assignments using the application aiming at strengthening their ability to make their own learning visible. In the course, they learn the scientific study of language and its application in the legal context focusing on spoken language (Susanto, Wang

Zhenhua, Wang Yingli, & Deri Sis Nanda, 2017). The students were assigned to write the portfolio tasks using the application aiming at strengthening their ability to make their own learning visible. The assignments were of a self-reflective nature where the students were asked to relate their own learning to the course content and to identify its application areas. The students received during the semester individual feedback from the lecturer. The intention with the feedback was to guide and encourage students to take a personal approach to the course content.

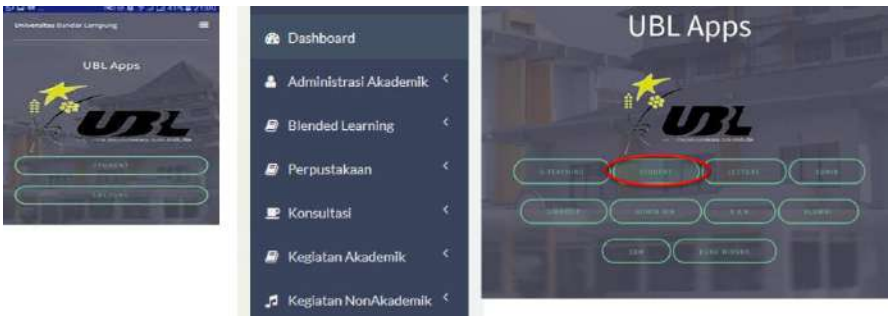


Figure 2: Some menus in "Ublapps" for services to students in supporting academic and online learning activities.

Findings and Discussion

Foucault discusses examination as one of several disciplining techniques that emerged during the modern era (Andersson & Fejes, 2005). The object of the analysis is where the emergence of the modern prison system, but Foucault also believes that the same forms of surveillance and discipline techniques are active in other societal practices such as schools, hospitals and workplaces. The common denominator is that of the modern the exercise of disciplining techniques focuses on the individual's self-regulation and control. The examination directs the individual's gaze towards himself and creates an increasing degree of self-discipline. Foucault develops his analysis of power by introducing the concept of govern mentality, which means that the exercise of power refers to independence and freedom (Burchell, Gordon, & Miller, 1991). Followers have further developed these thoughts and believe that modern forms of government are largely about mobilizing individuals' own will to control and shape oneself in accordance with different goals (Dean, 1999; Rose, 1999). These authors believe that in the liberal governing rationality, the work is not focused on giving explicit directives or issuing bans. Instead, the inner motivation is emphasized meaning. Governance will therefore be about creating this driving force in individuals, so that they exercise control over themselves and in an enthusiastic way reshape themselves and their ideals in accordance with what is expected of the surrounding society. Characteristic of this

form of governance is thus that the individual's freedom and own inner motivation are emphasized.

In later works for Foucault introduced the concept of technologies of the self (self-technologies) to further call-in disciplining techniques that shape and direct, but also show how individuals in an active and productive way participate and create their subjectivity. The exercise of power is not something that comes from outside but is woven into the individual's continuous work with oneself. The concept of self-technology brings the analysis more into the micro level and acts about identifying and describing the forms that the individual works with for self-change and self-improvement. Forms of examination such as these can have effects beyond themselves examination, and can be seen as part of shaping students in a way that suits them complex contemporary society (Barrow, 2006). By combining disciplinary technologies with self-technologies then the examination will play an important role in changing individuals and shaping behaviors, skills and attitudes.

Portfolio in practice

This article is based on a project that started at the Department of English Education in 2021. The project was a step in meeting the many challenges which arose when the department began to provide the course in forensic linguistics. The student group, for example, grew rapidly and one of the challenges were how the lecturer would meet this new, heterogeneous group of students. The group consisted partly of a large number of students accustomed to studying linguistics, but also of a large group of completely inexperienced students in the subject. It is these portfolios, as well as the lecturer's experiences, that form the experience base as the analysis and the discussion of portfolio as a form of examination, takes its starting point in. Below is a more detailed description of how portfolio as an examination form has been used. The form of the portfolio assignment can be compared to a reflection portfolio where the focus was on the learning process then rather than on the results of the studies. The students were given the task of reflecting on their own learning in relation to the course content and the goals they had with their studies, as well as thinking over development areas both in relation to knowledge content, but also in relation to study technology and approaches to the studies. The assignment was presented at the start of the course, to be reported written individually at the end of each course. The students were asked to relate the course content and their own learning process to, for example, previous experiences or future plans with both studies and life in general. Below is an example of a task that included all issues:

- In what way do I think the materials I read about in forensic linguistics can come about benefit in my future professional life and life in general?
- In what way do I think the exercises I did in forensic linguistics can come about benefit in my future studies?
- What experiences have I had with regard to my own learning in forensic linguistics?
- How have I developed in forensic linguistics?
- What do I need to work on further in forensic linguistics?

The form of the task was relatively free i.e., there were no requirements for the structure with regard to example references. However, the number of pages was important that it was fulfilled according to the instructions. This to provide the lecturer with a sufficient basis for assessment, but also for the students to find a reflective language. Another requirement for passing the assignment was that the text was linked to what was dealt with during the course. So, it was not possible to like it in general the subject of the course, but it would be related to the course literature and specific tasks and discussions. Forensic linguistics consisted of 10 modules, which means that the students did ten tasks during one semester. The lecturer followed a number of students during throughout the semester and provided individual feedback on all portfolio information. Feedback consisted of about 10-20 lines of text where the lecturer tried to reflect and confirm the student's experiences in studying forensic linguistics, as well as encouraging and motivating in the continued studies. The idea with this was to bring about a meeting between lecturer and student and follow the student's development. The tasks requested were judged in two choices: "Fail" and "Pass". The students were also asked if their texts could be used for research purposes.

Portfolio as self-technology

Portfolio methodology, in the reflexive way described above, is partly about processing a certain specific course content, but above all it can be said to be about learning a way to think and relate to knowledge and to oneself. It is therefore possible to consider it as one form of self-technology. The focus of the examination is on the process itself and on the student himself and not to the same extent on the course content and results. In and with the portfolio assignment, the student's personal life path is woven, as well as motives and motivations into the examination procedure itself. In the example of the issue mentioned above it is, for example, about linking the course content to future situations, but also about to think about one's own development.

When students within the framework of a portfolio assignment comment on the portfolio methodology itself it appears that they are appreciative but also that they are aware of the method applicability in several different situations, even beyond the actual examination. Several students enthusiastically emphasize the need for portfolio methodology in more educational contexts. Below quotes are an example of how students can reason about the method's integration into the personality and describes how the connection to one's own reality can make learning experienced as more lasting (Excerpt 1 and 2).

Excerpt 1:
"By working with my portfolio task, it feels strange enough that my knowledge in forensic linguistics is preserved and kept fresher and more updated, partly during the course but even when the course is completed." (Student 15)

Excerpt 2:
"I personally experience the assignment in forensic linguistics as such that I get a closer relationship between me and the knowledge. I stay alive when new knowledge comes along, and I think maybe that's how it should be." (Student 24)

Such experiences can be attributed to the profound effect of examination with respect to the form of examination that reflexively links character to intelligence. Despite the fact that assignments are being reviewed, portfolio work is sometimes presented in instruction and feedback as an offer to approach in a positive affirmative way the student himself and his learning as a project. This is further emphasized by the explicit freedom of the task character to students in terms of inner freedom and motivation. It was also in some of the portfolio data revealed that students appreciated the introspective nature of the assignment and the attention to themselves it brought. Taking a positive attitude towards self-transformation and self-improvement goes hand in hand with the liberal governance mentality described above, whose primary expression is about mobilizing individuals' free will to reinvent themselves and act in a manner that is expected, such as talk about lifelong learning. The quote below is an example of student appreciative assessment (Excerpts 3 and 4).

Excerpt 3:
"In the course, we have online seminars and exams. The ideas in forensic linguistics are formulated. We analyzed several cases. I presented the result to get my friends' opinion. I just need to think about myself and things that I think are important. I believe that the results and achievements are not important without me. I think my development in the course is what is in my focus right now." (Student 3)

Excerpt 4:
"My portfolio assignment is an excellent tool for raising awareness of how my knowledge in forensic linguistics is utilized so that it becomes meaningful in my life. Meaningful in the sense when I collected work for me until last night the deadline for submitting assignments. And while I'm a very orderly person, I have a hard time keeping track of book titles for reference. Of course, this was not so good and I never thought that I would learn to start with the tasks on time." (Student 7)

The lecturers' feedback is also interesting to consider in the light of the above reasoning on modern forms of governance and disciplinary techniques. The feedback has in this case aimed at the individual student's personal development and thus assumed a different form than in ordinary examination assignments. It has partly been about making visible and confirming harm also to encourage and support the student in his work with himself and his own learning. The experience gained is that the lecturer has been given a slightly different role than what is usual in higher education through this clearly supportive and encouraging function. As initially was described, individual feedback is given by the same lecturer during all four tasks of the semester, which enables a more personal contact and relationship between lecturer and student. The personal tone in the portfolio information also gives rise to more personalized feedback. In relation to the students' reflections regarding shortcomings and shortcomings, it is easy that the lecturer's comments have therapeutic features. As in the following example (Excerpts 5 and 6).

Excerpt 5:

“It is great that after being a little lost, and alienated as you write, found a clearer path that feels meaningful in depth.” (Lecturer)

Excerpt 6:
“This time, your reflections are very much about your personal development and you describe that you feel that you are at least able to read and that you are and with want to read more. Of course, it's a lot of fun to read how much you developed during the course and I can almost imagine how eager you are to learn more in the text.” (Lecturer)

The control exercised by the lecturer is an example of a mild form of exercise of power, where power becomes seemingly invisible, but still can be extremely effective. The relationship between lecturer and student is intimidated and its existing power symmetry becomes more hidden. The control and discipline that examination in general can be said to entail, another step is taken here and connected even more clearly the individual's own self-regulation. The portfolio methodology contributes to producing learning subjects such as working on a continuous improvement and in this inner vigilant work identifies new areas for development. Control and management thus become something internal and constantly acting. It is highlighted that portfolio strategies can be well aligned in enhancing the lifelong learning and independence of students by leveraging work with intended portfolio assignments. The students’ experience using the application shows that portfolio work can contribute to strengthening not only their scientific competence but also their personal development, self-control and self-discipline with the application. Portfolio methodology is a double-bottomed examination form. It is not possible to get away from that portfolio methodology, in the form of a self-reflective task, is relevant based on the needs and requirements of universities, departments and individual lecturers experience from different angles. Then the method provides the opportunity for a larger measure of individual adaptation, it is also suitable for use in study contexts where the course group, regarding a number of different factors, is to be considered heterogeneous.

When, for example, talking about broadened recruitment to the university can be a personal mentor, in the form of a portfolio reader the help that can facilitate the step over the threshold of college studies, as many students think is problematic to take. Also, in relation to the talk of employability, portfolio methodology, as previously emphasized, help to link the studies more closely to future professional life. In connection with this, the portfolio methodology leads to the development of so-called generic knowledge such as expressing oneself in writing and taking a critical and reflective approach. Further it can also be stated that portfolio methodology is to a large extent in line with the ideas about formative examination, lifelong learning and the responsible flexible individual. Portfolio as a form of examination can in other words be said to have a broad applicability. Portfolio methodology can be given an additional contextual meaning, and is seen in line with various liberal forms of governance and tendencies in the modern society. The question that can be asked here is what consequences does portfolio methodology entail? By extension, it is about which people or subjects this type of examination forms creates and whether it is something purely positive. For better or worse, it can be said that

portfolio methodology contributes to an individualization of education and that learning is made into an individual concern. Then the focus is on introspection and a conscious observation of oneself is directed constantly looking at one's own self and its progressive development. This imperative, to work with oneself and be aware of the consequences of different actions, is not something unique for education and higher education but is a message that hits people from a number of different directions. The use of portfolio methodology is thus in line with one broader societal current that controls and directs the subjects towards themselves in a certain way.

Conclusion

In the experience in utilizing “Ublapps” in the course of forensic linguistics, the students were assigned to write the portfolio tasks using the application aiming at strengthening their ability to make their own learning visible. It is highlighted that portfolio strategies can be well aligned in enhancing the lifelong learning and independence of students by leveraging work with intended portfolio assignments. The students’ experience using the application shows that portfolio work can contribute to strengthening not only their scientific competence but also their personal development, self-control and self-discipline with the application. Against given that continuous self-reflection takes place in so many different contexts, it is it is important to consider the portfolio methodology’s mandatory reflection and introspection - to consider the portfolio methodology's mandatory reflection and introspection. The student can do something about the situation, by reflecting on their actions during the course of forensic linguistics. The opportunity for the student to express their feelings of inadequacy and shortcomings are also limited in this type of examination tasks. Here, the feedback has a controlling function. The student reflected enough about their future goals and areas for improvement, this is pointed out in the feedback from the lecturer. It is not a problem not to have really succeeded in the studies, as long as a will is expressed to get better and to reach further. In this way, the portfolio task extends far beyond that concrete examination opportunity and contributes to the societal context described above. The conclusion is not a call to stop with portfolio methodology in teaching within higher education. The form is, as shown in the article, very well suited and then not only within the study of forensic linguistics but also in other subjects and forms of study. However, the use of a self-reflective examination paper may be important to the lecturer critically reflects on the form of examination and its consequences and also provides the students an opportunity for the same. This can be done by, for example, letting the students reflect about the examination form itself and what guidance they are exposed to. In the future, it will be interesting to learn more about the feedback that lecturers write to students regarding their graded assignments. There is control and power embedded in a given response. This will be very valuable, because it will further highlight how lecturers are involved in reproducing self-improving discourse in which portfolio methodology can be said to be a part.

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Analysis Of Asynchronous Model Mathematics Learning Needs at Students of SMKN 9 Bandar Lampung Through Google Classroom

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Abstract

This study aims to determine the need of learning mathematics asynchronous model through Google Classroom. The research method used is a qualitative descriptive. This research was conducted at SMKN 9 Bandarlampung for the 2021/2022 academic year. The sample used is class XI students majoring in institutional financial accounting as many as 33 students. he sample was selected using a purposive sampling technique that was in accordance with the researcher's considerations so that it was useful and considered representative of a population. The data collection technique in the form of a questionnaire distributed via Google Form aims to describe student responses regarding the need for learning mathematics in the asynchronous model through the Google Classroom media. The benefits of this research can be used as a reference for students to find out the need for learning mathematics with asynchronous models. The results of this study indicate that the majority of students hat the asynchronous model of mathematics learning is able to meet the needs of learning activities and these activities are well recorded like classroom learning, so 72,2% of students stated that students are more interested in learning through Google Classroom because students feel satisfied and more enthusiasm when learning mathematics asyncronous model.

Keyword: Asynchronous, Google Classroom, Learning Needs

Introduction

Basically, the world of education must adapt technological developments to its capabilities which aim to improve the quality of education, especially in accordance with the learning process that can build infrastructure through hardware, internet networks, this is done to meet all needs for a more conducive learning model (Fatimah, 2020). So it is necessary to make efforts to improve student learning outcomes through an online education system. Learning activities are usually implemented face-to-face between teachers and students, but due to the current covid-19 pandemic, the school is following government policies where the learning process must be carried out online. Online learning is applied when teachers and students are not in the same or different locations so online learning requires an interactive platform. This can be done to determine student needs as learning objectives (Handayani, 2021).

Online learning during covid-19 can affect the quality of learning between students and teachers, so teachers are required to provide good teaching in creating a creative and innovative learning atmosphere and use interesting learning media so as to enable students to understand learning materials and achieve learning goals (Putri, 2020). The efforts made are by applying a mathematical learning model that is suitable for students, so that students can learn independently and do not make it difficult for students to learn online. So this learning model is one of the efforts that should not be abandoned by the teacher because the teacher must understand the position of the learning model as one of the components that can affect the teaching process (Maskar, 2020).

The learning model is a process in which teachers carry out educational tasks to achieve the goals that have been set in terms of educators (Henra, 2021). In addition, the selection of learning models can also refer to students' skills in mastering certain materials, especially mathematics, as well as being able to optimize student learning motivation, and make students trained to learn independently, streamline student learning processes, and students are able to keep pace with rapidly developing knowledge and technology. Therefore, students need an attractive learning model in presenting teaching materials and materials that can improve student learning outcomes (Sakiah, 2021).

According to Cahyaningsih (2018), the learning model is a design or conceptual framework for designing learning materials that direct students to describe systematic procedures in various teaching activities to achieve the expected learning objectives. Suryananda (2022) states that the online learning model is divided into two, namely the synchronous learning model and the asynchronous learning model. The synchronous learning model refers to really real activities where teacher and student interactions are carried out directly via zoom-us, while the asynchronous learning model refers to communication activities that do not require students and teachers to be active simultaneously, such as using email and Google Classroom (Sulistio, 2021).

The asynchronous learning model is an e-learning or online learning model that uses a Learning Management System (LMS) device that allows students to independently access module teaching materials or content without the need for face-to-face or direct interaction with the teacher (Sulistio, 2021). Asynchronous allows individuals to learn independently because students can study the material independently, repeating all the material so that students can be more initiative to determine their learning needs and learning goals. Therefore, based on the statements of experts, it can be concluded that asynchronous learning is an online learning model between teachers and students that is carried out indirectly so that students can learn material anytime and anywhere (Basri, 2021).

The advantages of the asynchronous learning model are that students do not need to open the material and do assignments at a predetermined time because the teacher has given a deadline to do assignments, so students have a lot of time to do the assignments that have been given. The asynchronous learning model has a weakness, namely students become isolated because there is no truly interactive educational or learning environment and the response or feedback between teachers and students is slow depending on the availability of teachers and students. Sometimes students have to wait for the teacher's response at a later date because the teacher is not online and vice versa.

The learning media used when the asynchronous learning model takes place is the Google Classroom platform. Google Classroom can help learning institutions achieve a paperless system (Parnabhakti, 2021). Making learning assignments and materials can be done through google drive, while the forum feature in Google Classroom can be used to provide class communication between students so that it is an asynchronous learning model. According to Nurani, Uswatun and Maula (2020) Google Classroom as a media to support the implementation of the teaching and learning process that is not limited by space and time. This can make it easier for teachers to carry out learning activities. The intended learning is not only in the classroom, but also outside the classroom because students can study anytime anywhere with online access to Google Classroom. This application also makes it easier for teachers to assess every activity that students do. In addition, Google Classroom has many practical, efficient, and secure features. Teachers and students can also teach and learn from Android or iOS mobile devices (Maskar and Wulantina, 2019). Google Classroom also has shortcomings such as independent learning which will reduce interaction between students, if students become uncritical it will have an impact on their knowledge and students also need to require high hardware, software, and internet networks.

Based on the above background, the author conducted a study to determine the students' learning needs for mathematics lessons with an asynchronous model through the Google Classroom platform. In general, asynchronous learning is a good application so that it can refer to the teacher's ability and student participation is more conducive. However, when the teaching materials and media provided are too complicated, it can make students unable to learn mathematics

optimally, therefore teachers must be able to provide good and interesting teaching to support the implementation of learning according to student needs.

Theory and Method

The research method used is a qualitative descriptive method. This research is used to analyze students' learning needs of mathematics lessons with an asynchronous model. This research was conducted at SMKN 9 Bandarlampung for the 2021/2022 academic year. The sample used is class XI students majoring in institutional financial accounting as many as 33 students. The sample was selected using a purposive sampling technique that was in accordance with the researcher's considerations so that it was useful and considered representative of a population. The data collection technique in the form of a questionnaire distribut via Google Form aims to describe student responses regarding the need for learning mathematics in the asynchronous model through the Google Classroom media. The questionnaire model used is the Guttman scale model. The Guttman scale is a method whose data analysis is really firm and definite with an alternative choice of yes or no (Setyani, 2018).

Findings and Discussion

In this study, the Google Form measurement scale is used through the Guttman scale which consists of yes or no alternative choices. Respondents were asked to answer the questionnaire statement so that students were required to choose one alternative answer by giving a check mark (√). Items of a statement are arranged to reveal students' learning needs for mathematics lessons with an asynchronous model in the form of statements that are Favorable and Unfavorable. The grid of an instrument is presented as follows:

Table 1. Mathematics Learning Needs Questionnaire on Google Classroom

No	Indicator	Statement Item Number		Total Number
		Item Favourable	Item Unfavourable	
1	The role and benefits of the Google Classroom platform	1, 2, 3, 4	5	5
2	Student activities through Google Classroom	6, 7, 8	9	4
3	Google Classroom teaching materials and assignments	11, 12, 13, 14, 15	10	6
Total				**15**

The affective assessment instrument was developed based on 15 statement items about the need for learning mathematics through Google Classroom which consists of three indicators. The development of the asynchronous learning needs domain instrument was adjusted in the three indicators to make an assessment indicator consisting of 12 positive statements and 3 negative statements. Indicators are structured into several statements made in various forms. According to Hasbullah and Sajiman (2021) stated that the statements were prepared to express student perceptions of learning mathematics, each statement covering the need for learning mathematics through Google Classroom. According to Sugiyono (2013), student responses can be expressed by relative frequency, where the frequency is used as a percentage in accordance with statements and indicators. After knowing the percentage results experienced by students, then the results are seen based on criteria using a rating scale, then the percentages that have been obtained will be adjusted to the predetermined criteria. The criteria and percentage levels are shown in the following table:

Table 2. Percentage Level of Student Responses

Percentage	Criteria
$81\% - 100\%$	Very High
$61\% - 80\%$	High
$41\% - 60\%$	High Enough
$21\% - 40\%$	Low
$0\% - 20\%$	Very Low

Analysis Asynchronous Mathematics Learning

This section aims to provide an overview of the results of the questionnaire that has been distributed to class XI AKL students at SMKN 9 Bandarlampung. It is useful for knowing the needs of learning mathematics through the Google Classroom platform. Based on the analysis of the mathematics learning needs questionnaire, it was found that the results of student responses were in accordance with the indicators in the form of percentages as follows:

a. The Role and Benefits of the Google Classroom Platform

This section aims to provide an overview of the results of the questionnaire based on the indicators of student difficulty that have been given to students of class XI AKL. The following are the results of student respondents presented in table 3.

Table 3. Respondents' Results on the Google Classroom Platform

No	Indicator	Statement	Percentage		Criteria
			Yes	No	
1	Roles and Benefits of	I can communicate with the teacher	81,8	18,2	Very High

2	the Google Classroom Platform	I can fill in attendance	100	0	Very High
3		I can download and open teaching materials	90,9	9,1	Very High
4		I can submit assignments in file form directly to the teacher	78,8	21,2	High
5		Schools do not provide training on online learning	100	0	Very High

Based on the questionnaire that has been given, on the indicators of the role and benefits of the Google Classroom platform, it is known that 1) students can communicate with teachers as much as 81,8% with very high criteria meaning > 80% of students can communicate with teachers and as many as 18,2% of students do not can communicate with teachers because students do not understand how to communicate through Google Classroom. 2) Students have been able to fill in attendance without any learning training through Google Classroom as much as 100%, this is because filling in attendance is very easy to do so it can be understood by students. 3) students can download and open teaching materials through Google Classroom as much as 90,9% with very high criteria meaning that the majority of students can download and open teaching materials. 4) Students can submit assignments in the form of files as much as 78,8% with high criteria meaning the percentage rate is > 61% and as many as 21,2% cannot send assignments in file form. 5) The school does not provide learning training through Google Classroom this is known based on the results of the percentage of student respondents as much as 100%. However, the majority of students already know how to use it, such as filling in attendance, opening teaching materials and sending assignments. This is known from the results of a high percentage of > 75% meaning that more than half of students can use Google Classroom.

b. Student Activities Through in Google Classroom

This section aims to provide an overview of the results of the questionnaire based on the student activity indicators that have been given to class XI AKL students. The following are the results of student respondents presented in table 4.

Table 4. Respondents Results on Student Activities in Google Classroom

No	Indicator	Statement	Percentage		Criteria
			Yes	No	
1	Student activities through Google classroom	I'm always eager to learn	54,5	45,5	High Enough
2		I am satisfied with my learning results	60,6	39,4	High Enough
3		I am interested in learning to use Google Classroom	72,2	27,3	High

4		Learning to use Google Classroom, makes me bored easily	21,2	78,8	Low

Based on the questionnaire that has been given, on the indicators of student activity through Google Classroom, it is known that 1) students are enthusiastic about learning mathematics as much as 54,5% with high enough criteria, meaning > 50% of students are enthusiastic about learning so it can be said that more than half of students are enthusiastic about learning mathematics. 2) students are satisfied with their learning outcomes as much as 60,6% with high enough criteria meaning that the majority of students are satisfied with their learning outcomes. 3) students are interested in learning through Google Classroom as much as 72,2% with high criteria meaning that the majority of students prefer to study in Google Classroom rather than learning activities carried out in class. 4) students feel bored easily when learning mathematics through Google Classroom as much as 21,2% with low criteria meaning that the majority of students do not get bored learning mathematics because students can manage time to carry out learning activities.

c. Teaching Materials and Assignments in Google Classroom

This section aims to provide an overview of the results of the questionnaire based on indicators of teaching materials and student assignments that have been given to class XI AKL students. The following are the results of student respondents presented in table 5.

Table 5. Results of Student Respondents on Teaching Materials and Assignments

No	Indicator	Statement	Percentage		Criteria
			Yes	No	
1	Teaching materials and assign-ments	The large number of tasks makes it difficult for me to do it optimally	51,5	48,5	High Enough
2		I can understand the example the teacher has given	51,5	48,5	High Enough
3		I feel that by using PDF teaching materials my knowledge becomes wider	42,4	57,6	High Enough
4		I can do the practice work seriously	57,6	42,4	High Enough
5		I feel that by using power-point teaching materials my knowledge becomes wider	66,6	33,4	High
6		I feel that by using video	84,8	15,2	Very High

		teaching materials my knowledge becomes wider			

Based on the questionnaire that has been given, on the indicators of teaching materials and student assignments it is known that 1) students have difficulty in doing assignments as much as 51,5% with high enough criteria because the number of assignments given is too much so that more than half of students have difficulty in doing assignments. 2) students can understand the examples given by the teacher as much as 51,5% with high enough criteria meaning that more than half of the students can understand the examples that have been given. 3) students' knowledge becomes wider when using PDF teaching materials as much as 42,4% with quite high criteria, meaning that some students think that PDF teaching materials do not expand their mathematical knowledge by 57,6%. 4) 57,6% of students did the practice assignments seriously, with a fairly high criterion, meaning that there were students who were not serious when doing math assignments. 5) student knowledge becomes wider when using power point teaching materials as much as 66,6% with high criteria meaning that some student like power point teaching materials because they can increase students' knowledge. 6) student knowledge becomes wider when using video teaching materials as much as 84,8% with very high criteria meaning > 80% of students who think that video teaching materials need to be done because it can increase students' knowledge in learning mathematics. Based on the results of respondents on indicators of teaching materials and assignments that students need materials or teaching materials in the form of videos in order to expand students' knowledge and can improve mathematics learning outcomes because students will be more serious in doing assignments and students hope that the assignments given are not too many so that students can complete the task given by the teacher.

Based on the results of the respondents, it can be said that the asynchronous model of mathematics learning through Google Classroom is able to meet the needs of learning activities and is well recorded. These activities are like learning in a classroom, so that what students need is teaching materials in the form of videos in order to broaden students' knowledge and improve results. learning mathematics because students will be more serious in doing assignments. The same thing was found by Novita and Sukmanasa (2019) that video teaching materials are learning media that really help teachers in delivering material that is difficult to convey and difficult for students to understand.

Video teaching materials in mathematics learning are very effective in improving student learning outcomes so that students can become more active in learning, provided that the type of video format used is in accordance with the needs of learning mathematics and students hope that the tasks given are in accordance with the video explanations, as well as the tasks assigned to them. given not too much and difficult so that students can complete the tasks that have been given by the teacher. As for other influences that can help students to improve mathematics learning outcomes, namely support from teachers or parents so that learn-

ing goes well, where teachers pay attention to the process of developing learning mathematics through student learning outcomes, so that students become enthusiastic about learning mathematics and teachers can find out what causes students not to complete the task.

Conclusion

Based on the results of research on the need for asynchronous learning of mathematics in SMKN 9 Bandarlampung students through Google Classroom, it can be concluded that the learning model can facilitate students in mastering teaching materials and assignments that are reviewed based on activities so that learning objectives can be achieved for the better because students not only need to access learning at school, but students can access Google Classroom anywhere and anytime. This study shows that the majority of students need power point teaching materials that are useful for sharpening and testing students ability to understand the material.

Then students also need teaching materials that are explained through videos that are useful for honing and testing students' listening skills, because during the Covid-19 pandemic, all things needed in listening that student are very interested in are loading them in asynchronous form through digital classes with the google classroom platform. This is evidenced by the survey results that 66.6% of students need power point teaching materials and 84.8% of students need video teaching materials through Google Classroom. The results of this need are used to determine the form of innovation in learning activities during the covid-19 pandemic. Thus, researchers hope that teachers can arrange and develop teaching materials as creatively as possible in simple forms, so that they are in accordance with the needs of students.

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The Meaning of Speech Acts in Ustadz Salim A. Fillah's Lecture

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Abstract

This study discusses the meaning of the speech acts of the language of love in Ustadz Salim A. Fillah's lecture on YouTube with the title Language of Love in the Household. This study aims to explore the meaning contained in speech acts related to the language of love conveyed in Ustadz Salim A. Fillah's lecture because there are utterances that are difficult to understand. The object of this research is Ustadz Salim A. Fillah's lecture which is on youtube with the title Language of Love in the Household. This type of research is a qualitative research that refers to the pragmatic theory of Austin (1962). The findings of this study are three levels of speech: locutionary speech acts, illocutionary speech acts and perlocutionary speech acts. The conclusion that is drawn from this research is the number of perlocutionary speech acts because they are in the form of lectures that hope to have an influence on listeners.

Key words: pragmatic, speech acts, speech.

Introduction

Lately, there have been many lecture videos on YouTube, both from well-known lecturers and ordinary ones, which have influenced the lifestyle of today's society. So many people prefer to watch lectures on YouTube instead of watching them live, especially during this pandemic era, where many activities that gather people are limited by the Government.

Ustadz Salim A. Fillah is one of the famous lecturers in Indonesia. Many people like lectures because of the peculiarity of his lecture style with various jokes and most of the contents of his lectures are about household issues (Newsreal, 2019). In understanding the meaning of what was conveyed by Ustadz Salim A. Fillah sometimes everyone has different abilities so that ambiguity arises in the meaning captured from the contents of the lecture.

In contrast to other lecturers, Ustadz Salim A. Fillah has its own peculiarities in the content and style of his lectures. Regarding the content of Ustadz Salim A.

Fillah's lecture, most of his lectures are about household knowledge. As for the style of lecture, Ustadz Salim A. Fillah is famous for his soft voice and jokes that intersect the content of his lectures.

From this problem, the writer feels the need to conduct research on studying the meaning of the speech acts conveyed by Ustadz Salim A. Fillah. Austin's theory of speech acts is the basis for studying the meaning of speech acts in Ustadz Salim A. Fillah's lecture. By lecturing and studying the meaning of the lecture, it can influence the reader to follow what is conveyed by Ustadz Salim A. Fillah.

Fadilah (2019), in her research results "(1) locutionary speech acts are meaningful speech acts as stated in speech or what they mean. The locutionary acts consist of three types, namely giving information, prohibiting and praising, (2) illocutionary speech acts are speech acts that have meaning as understood by the listener. (3) Perlocutionary speech acts are speech acts that have the meaning desired by the speaker". This perlocutionary speech act consists of the perlocutionary act, the perlocutionary feeling of anger and the perlocutionary feeling of pleasure. The similarity is in the speech act research of a speaker. The difference is that in previous studies the object of research was the content of the lecture as a whole, while the topic of this research was specifically on the content of the lecture related to expressing love to a partner according to Ustadz Salim A. Fillah.

Problem Formulation

1. What kinds of speech acts are there in Ustadz Salim A. Fillah's lecture?
2. What is the meaning contained in the speech acts in Ustadz Salim A. Fillah's lecture?

This study aims to explore the meaning contained in the speech acts in Ustadz Salim A. Fillah's lectures; especially those related to expressions of love because there are some speech acts that are difficult to understand.

Theory and Method

According to Austin (1962: 103), there are three types of speech acts, namely locutions, illocutions and perlocutions. Locutionary speech acts are speech acts that have nothing to do with the context or circumstances in the conversation. In contrast to locutionary speech acts, illocutionary speech acts are speech acts that are strongly influenced by context. In this illocutionary speech act there are other meanings that are contained apart from the lexical meaning used in the speech. Meanwhile, perlocutionary speech acts contain the impact of actions or responses from listeners because of an utterance.

Yule argues (1996: 47) that speech acts are actions that are expressed through speech. There are five classifications of speech acts based on their function, namely declaration, representative, expressive, directive and commissive. Declaration is a speech act that can change the world or circumstances because of speech. Representative is a speech act in which the speaker believes in his speech, it can be in the form of facts, conclusions or descriptions. Expressive is a speech act that ex-

presses the speaker's feelings such as pleasure, pain or liking. Directives are speech acts used by speakers to make their listeners do what they say, for example commands, suggestions or requests. Commissive is a speech act that speakers use to express they will perform an action in the future, for example a promise, threat or rejection.

Searle (1979) states that illocutionary speech acts have twelve dimensions, namely:

1. Differences in the purpose of a speech act. By saying something the speaker has a specific purpose from his speech act, for example with the aim of the listener doing an action.
2. Differences in matching clues between words and the world. The speech acts that are heard are adjusted to the actual situation according to the direction of the speaker.
3. Discrepancies expressed in psychological states. This situation is revealed when a person expresses speech acts according to the feelings they experience or based on their emotions, for example expressing promises, regrets, apologizing, etc.
4. Differences in strength in presenting illocutionary speech acts. This relates to the choice of words used in speech acts that affect the strength of the speech act. For example, using threats will be stronger than ordinary speech acts.
5. Differences in the status or position of the speaker will affect the strength of the speech act.
6. The difference in the way of speech is related to the interests of the speaker or listener.
7. Different relations with the rest of the discourse. The point is that the choice of conjunctions will affect the next speech.
8. The difference in propositional content determined by the illocutionary force indicating device.
9. The difference between acts that must always be speech acts and those that can but need not be performed as speech acts.
10. The distinction between actions that require extra-linguistic institutions for performance and those that does not.
11. The difference between the appropriate actions with illocutionary verbs that have a performativity use and those that does not.
12. Different styles of illocutionary acts.

Meaning is what is contained in a speech act, in this case it is related to the speech act delivered by Ustadz Salim A. Fillah in his lecture. Speech acts are actions in expressing something in the form of speech. The speech act contains meaning. Love language is an expression used to express love. The point in this research is the expression exemplified by Ustadz Salim A. Fillah in his lecture. Lectures are a means of da'wah to convey something, meaning Ustadz Salim A. Fillah's lectures are on YouTube.

The method used in this research is descriptive qualitative research. According to Arikunto (2006: 14), qualitative research is research that has one of the basic phenomenological philosophy. Truth is obtained by capturing phenomena or symptoms that come from the object under study. The human object can be in the form of speech, behavior, expressions, etc. In this study, the object of this research is the speech act in Ustadz Salim A. Fillah's lecture. Data collection comes from recordings of Ustadz Salim A. Fillah's lectures on YouTube, especially those related to expressions of love. The theory used to analyze this speech act is the pragmatic theory from Austin, especially regarding the type of speech and what meaning is contained in the speech act of Ustadz Salim A. Fillah. Furthermore, it will be analyzed using Yule's theory about the types of the three speech acts.

Findings and Discussions

The findings in this study will be shown in the following table.

No	Findings	The Kinds of Speech Acts	Meanings
1.	Allah dan Rasulnya menuntunkan kita untuk menyampaikan rasa cinta kepada orang yang kita cintai.	Perlocutionary	The meaning of the speech expects the listener to express love to the person he loves; it can mean parents, children or partners.
2.	Seorang suami mempunyai tugas mengungkapkan cinta itu.	Perlocutionary	A husband is expected to understand his duties, one of which is to express his love .
3.	Mengungkapkan cinta itu merupakan suatu hal yang sangat perlu.	Perlocutionary	Invite people to express love to loved ones.
4.	Ungkapan cinta itu Allah minta untuk didzahirkan dengan pernyataan lisan.	Perlocutionary	Listeners are expected to carry out actions that express love through words, not buried in the heart.
5.	Kepada Allah swt,	Locutionary	This utterance provides

	ungkapan cinta kita adalah Ummul Kitab.		information to listeners about what forms of expression of love for Allah swt.
6.	Setiap saat kita senantiasa saling mencintai dan berusaha untuk melakukan yang terbaik untuk yang kita cintai.	Perlocutionary	The purpose of this speech is to invite listeners to always try to love and do the best between husband and wife.
7.	Rasulullah mengimbangi apa yang menjadi tuntutan di dalam cara menjaga hubungan dengan istrinya.	Ilocutinary	The purpose of the utterance is to tell the listener how the Messenger of Allah maintains good relations with his wife, besides that the other meaning is to indirectly invite listeners to also imitate what the Prophet did.
8.	Ibunda Aisyah itu orangnya sangat teromantis dan melankolis, sering menanyakan pertanyaan yang diulang-ulang.	Locutionary	This utterance provides information to listeners about the nature of Aisyah's mother.
9.	Ya Rasulullah, kalau ada padang gembalaan, yang hampir semua padang gembalaan itu sudah dipakai orang untuk menggembalakan ternak mereka, hanya ada satu yang belum pernah dipakai orang untuk menggembalakan kambing-kambingnya, maka kemanakah Engkau akan menggembalakan kambing-kambingmu ya Rasulullah?	Ilocutionary	This utterance contains another implied meaning, namely that Ayesha's mother asked and emphasized to the Prophet that the Prophet should prioritize Ayesha's mother compared to the other wives of the Prophet because of the parable of Ayesha's mother whom the Prophet married when she was a girl with pastures that had not been used by people to herd-

			ing cattle.
10.	Rasulullah tidak komen mengatakan kamu mau tanya berapa kali ya, kan sudah dijawab kemaren.	Ilocutionary	This utterance informs how the Prophet's response when asked by his wife. The utterance has the intention that the listener also imitates what is exemplified by the Prophet by not making various comments if his wife asks even though it is repeated.
11.	Aku akan selalu menggembalakan kambing-kambingku ke tempat yang belum pernah orang pakai unutk menggembalakan kambing-kambingnya.	Ilocutionary	This utterance means that the Prophet appreciated what his wife asked because it was a form of pleasing his wife.
12.	Kita harus tahu aspirasi masing-masing pasangan, senangnya itu kalau kita ngapain.	Perlocutionary	This utterance invites listeners to know more about what our partner likes and dislikes.
13.	Itu bisa digali dengan komunikasi dan evaluasi rumah tangga, misalnya liburan.	Perlocutionary	The purpose of this speech is to invite listeners to communicate intensively with family members and evaluate family members.
14.	Masing-masing pasangan mendapatkan apa yang diharapkannya dari bentuk-bentuk ekspresi cinta dari pasangannya.	Ilocutionary	This utterance informs that you get what you want through the expression of love from your partner.

From the findings above we found that there are two locutionary speech acts, five ilocutionary speech acts and seven perlocutionary speech acts. It means that the contents of Ustadz Salim A. Fillah lectures in this data more contain invitations to listeners in order to follow and do what he said. In other words, he has

purpose to change listeners' behavior especially in expressing their love and always imitate the Prophet's behavior.

Conclusion

From the findings above, it can be concluded that the speech act conveyed by Ustadz Salim A. Fillah was the most dominant type of speech act. This means that this perlocutionary speech act has the meaning that there is an impact in the form of actions that will be carried out by the listener because of listening and watching Ustadz Salim A. Fillah's lectures, for example, by expressing love to your partner verbally. With this research, readers are expected to more easily understand the speech acts conveyed by Ustadz Salim A. Fillah.

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(https://www.youtube.com/watch?v=kYg8CXVDnlI&list=WL&index=19&t=10s)

The Implementation of Role-Playing Strategy in Improving Students' Speaking Ability at SMPS Perintis 1 Bandar Lampung

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Abstract

This study aims to improve students' speaking skills through role-playing in Class VIII SMPS Perintis Bandarlampung. In this study, the researcher applies role-playing techniques to improve speaking abilities. A total of 31 students participated in this study. This method of investigation is the design of pre-test and post-test for the group. Speaking ability data was obtained by assessing each pre-test and post-test, given by considering five aspects: content, fluency, pronunciation, grammar, and gestures with each assessment weight. During each cycle from initial treatment to post-test, students can regularly improve their speaking skills through role-playing. Based on these findings, some students are unable to pronounce and speak fluently because of problems with their mother tongue that are difficult to overcome. They began to improve their speaking skills in each cycle through post-testing by practicing and exploring each given situation. In summary, role-playing games help students improve their speaking skills.

Keyword: Role-playing, Speaking, Study

Introduction

English is a worldwide language used by many nations and is called as 'international' language. In modern superior era, the usage of English has become a "must". Starting from the surroundings itself, worldwide innovation, and development, as a method of exchange communication, and lots more. Therefore, there are too many motives that inspire the significance of studying English as a guidance to face the world! (Wil, 2017)Speaking ability is important from a communication point of view. In Indonesia speaking skills are also one of the most important skills we need to learn. These skills allow you to talk to others and direct your mind and emotions, not only Indonesia but also the whole Asian which English language already being a "must" to studied. (Braj B, 1997) Speaking skills can be divided into formal and

informal speaking skills, and at some points in life we use each type of speaking skill in different contexts. Speaking skills are described as skills that enable us to speak effectively, nowadays English-speaking ability even being a benchmark for students to reveal their standard (Kompasiana, 2021). They give us the opportunity to bring recordings verbally and in a way that listeners can easily accept.

According to (Harmer, 1990)speaking or producing writes that when teaching skill, there are three major stages, those are Introducing new language, the second is practice and the last one is communicative activity. Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Educators, especially English teachers, describe a fact that students' motivation to speak English is very low. As a facilitator, the teacher plays an important role in helping students become fluent in English. Especially English teachers who are competent in their fields. And that is the challenge for English teachers to get students to express themselves in different ways of learning. There are many interesting and creative methods that teachers can use every time they teach in class, and teachers can choose a method that is in accordance with the basic competencies or material to be taught and adapted to the conditions of the students themselves, one of them by using role-playing implementation. (Tasropi, 2020) Role Play is a language learning technique that asks students to play certain roles in each situation, using the target language, namely the language being studied (such as English, for example). Language skills that can be developed with role play are speaking, especially interpersonal and transactional dialogues. Role play is an effective technique to improve students' speaking ability as it provides ample opportunities to the students to take roles of different character in person. (Neupane, 2019).

Theory and Method

This research using quantitative research with one group pretest posttest design. Researchers conducted a pretest (initial test) to measure the students' speaking skills before being given treatment. In giving the pre-test, the researcher asked the students to introduce themselves in front of the class. This aims to determine the ability to speak before being given the role play technique treatment. After the pretest, the researcher gave treatment by giving teaching about speaking with the implementation of role-playing techniques and ended by giving a post-test. In the student observation activities, the researcher used check data that paid attention to the assessment aspects which included 5 aspects, namely content, fluency, pronunciation, grammar, and gesture. The population in this study were 8th graders of SMPS 1 Perintis Bandar Lampung, consist of 31 students. The researcher as a teacher provides material, determines the situation, and provides dialogue to be practiced in groups to achieve a goal. The teacher also gives examples of role-play dialogues to students and gives students the opportunity to practice, communicate actively, and practice them in front of the class with confidence. This treatment was carried out for two meetings (90 minutes x 2) by giving a different theme in each meeting but with the aim of providing training in speaking English using role-playing techniques. At the first meeting students practice speaking English with the theme "School Environment" which is intended to make students familiar with the

language used in the school environment. Meanwhile, at the second meeting the teacher gave the theme of "Real Life Situation". In giving the post-test the researcher gave the opportunity for students to be able to create a dialogue with a "free theme" in order to train students to be able to channel their creative ideas into story dialogue and practice it in front of the class with their group partners. In this assessment it will be seen whether there is a difference before being given treatment and after treatment and the data will be analyzed using SPSS.

Data and Data Sources

This research was conducted at SMPS 1 Perintis Bandar Lampung. This research was done by giving pre-test, several treatments and post-test to eighth grade students. The researcher conducted 4 meetings for 1 pre-test meeting, 2 meetings for treatment and 1 last meeting for post-test.

Data Collection

The data collection technique is the data collection method used in this study. In collecting data, researchers used tests. The test consisted of a pre-test, and a post-test to determine the changes or development of speaking skills in SMPS 1 Perintis Bandar Lampung students during the study.

Test

This research using a couple of tests consist of pre-test and post-test, so researcher can see the differences of the student scores. The pre-test was intended to see students' speaking skill before the role-playing treatment, and pos-test was intended to know the students' development in speaking after giving treatment using role play technique. The test is focusing on 5 aspects of speaking skills, consist of;

No	Elements Language	Score	Description
1.	Content	0-30	Able to master the material accurately and quickly in understanding
2.	Fluency	0-20	Able to speak without hesitation, no repetition of the same words, and does not stop in the middle of a sentence.

3.	Pro-nouncia-tion	0-20	Correct pronunciation, and pro-nunciation according to the mean-ing of the word.
4.	Gram-mar	0-20	Grammar is correct, and accord-ing to its use.
5.	Gesture	0-10	Expression that matches with the theme and while speak in any situation.

Pre-test

The pre-test is often known as the initial test. This test is carried out to measure how far the material has been mastered by students. on this occasion I gave a pre-test by testing them to introduce themselves to the front of the class in turn. There are 5 aspects that can be assessed, namely pronunciation, grammar, vocabulary, fluency, and comprehension.

Treatment

After giving pretest, the researcher gave a treatment to the students. The researcher would be implementing role play technique to develop students' speaking skill, the treatment process would be conducted for two meetings. at the first treatment meeting, students were provided with a dialogue with the theme "School Environment" then directed to go forward and start a dialogue with their respective partners and corrected some words that they were still wrong in pronunciation, example like “Apologize” they still mention it by reading normal Indonesian, not like " /əˈpɑː.lə.dʒaɪz/" in English which reads "*apolojaiz*".. After that, in the second treatment, students were asked to make a dialogue as creative as possible with their partner and show it in front of the class. This treatment can help the students to prepare for the post-test.

Post test

Post-test is often known as final test. In this test, students are asked to create a dialogue with their partner with a free theme as creatively possible and take turns in front of the class. Post-test being the final test for them after the pre-test and 2 treatments, so this is useful for them to knowing whether their speaking skills improve or not. this is where they will be assessed on these 5 aspects, same as pre-test, the researcher as a teacher can see the improvement of the students.

Data Analysis Technique

Researchers should be careful when analyzing data in studies, as inaccurate analyzes in studies lead to inaccurate results. Therefore, researchers must be able to determine appropriate methods for analyzing data so that their validity can be tested based on existing data. (Hevo, 2022) In this research, researcher using the statistical program for social sciences (SPSS). The data that has been collected will be processed and analyzed. The data obtained through research at the SMPS 1 Perintis Bandar Lampung school with the number of 8th grade students, namely 31 students, will be analyzed using (SPSS).

Finding and Discussion

This research was conducted in 4 meeting: first, the researcher gave a pretest. At the second and third meeting, researcher did a treatment with role play technique. The last meeting, the researcher giving a posttest in the form of appearing in front of the class playing the roles they have worked on together in groups consisting of 2-3 students to find out improvements in their speaking abilities after they were taught by using role playing technique. The researcher analyzed using statistical tools such as mean, standard deviation and t-test to analyze the pretest and posttest scores in the experimental class. The research was carried out starting on May 23, 2022. The researcher scored the students speaking ability based on 5 criteria, they are contents, fluency, pronunciation, grammar, and gesture.

Table 1. The result of pre-test

Pre-test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35.00	1	3.2	3.2	3.2
	38.00	1	3.2	3.2	6.5
	40.00	1	3.2	3.2	9.7
	41.00	1	3.2	3.2	12.9
	42.00	1	3.2	3.2	16.1
	43.00	2	6.5	6.5	22.6
	45.00	2	6.5	6.5	29.0
	46.00	2	6.5	6.5	35.5
	47.00	2	6.5	6.5	41.9
	48.00	4	12.9	12.9	54.8
	49.00	1	3.2	3.2	58.1
	50.00	1	3.2	3.2	61.3
	51.00	2	6.5	6.5	67.7
	52.00	2	6.5	6.5	74.2
	54.00	1	3.2	3.2	77.4
	55.00	1	3.2	3.2	80.6
	58.00	2	6.5	6.5	87.1
	60.00	1	3.2	3.2	90.3
	64.00	1	3.2	3.2	93.5
	72.00	1	3.2	3.2	96.8
	74.00	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Table 2. The result of posttest

Post-test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	2	6.5	6.5	6.5
	47.00	1	3.2	3.2	9.7
	48.00	1	3.2	3.2	12.9
	49.00	2	6.5	6.5	19.4
	51.00	1	3.2	3.2	22.6
	52.00	6	19.4	19.4	41.9
	53.00	3	9.7	9.7	51.6
	54.00	2	6.5	6.5	58.1
	55.00	4	12.9	12.9	71.0
	57.00	1	3.2	3.2	74.2
	58.00	2	6.5	6.5	80.6
	60.00	1	3.2	3.2	83.9
	61.00	1	3.2	3.2	87.1
	62.00	1	3.2	3.2	90.3
	74.00	1	3.2	3.2	93.5
	77.00	1	3.2	3.2	96.8
	80.00	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Table 3. Descriptive Statistics

Descriptive Statistics

	N	Mini-mum	Maxi-mum	Sum	Mean	Std. Devia-tion
pretest_content	31	10.00	24.00	478.00	15.4194	3.26368
posttest_content	31	12.00	25.00	510.00	16.4516	3.05329
pretest_fluency	31	8.00	16.00	347.00	11.1935	2.18204
posttest_fluency	31	10.00	19.00	416.00	13.4194	2.29164
pretest_pronounciation	31	7.00	16.00	296.00	9.5484	2.73055
posttest_pronounciation	31	8.00	18.00	330.00	10.6452	2.65265
pretest_grammar	31	6.00	12.00	269.00	8.6774	1.49191
posttest_grammar	31	7.00	12.00	282.00	9.0968	1.32551
pretest_gesture	31	4.00	7.00	160.00	5.1613	1.00322
posttest_gesture	31	4.00	8.00	182.00	5.8710	.88476
pretest_totalnilai	31	35.00	74.00	1550.00	50.0000	8.87694
posttest_totalniai	31	45.00	80.00	1720.00	55.4839	8.29406
Valid N (listwise)	31					

From the statistical calculation formula using SPSS, it was found there was an increase between the mean of the pre-test and posttest. The mean score in the pre-test was 50,00 meanwhile the score in the posttest was 55,48. The researcher found out the improvement from the five aspects of the students' speaking skill from the pre-test and the posttest. In the pretest, in pronunciation the students sometimes mispronounced the english words. Such as read /problem/ whereas it should be /ˈprɑː.bləm/, /apologize/ (apologize) whereas it should be /əˈpɑː.lə.dʒaɪz/. Sometimes they get stuck in adding ideas while speaking, because they are afraid of making mistakes and they are not used to speaking English. There are some students who still don't understand what their friends are saying, which means that their understanding is still in the low category. In grammar, students are still constrained in using the correct grammar when they speak, sometimes they use the simple present tense and even they often use the final form of simple sentences, and gestures. Sometimes they still look confused because they do not understand what they are talking about.

Meanwhile, the score on the posttest researchers found that students' pronunciation was better than before, it was clear in the pronunciation of every word and made it easier for other students to understand the spoken word. Most students have also started fluently in speaking while learning, as well as the use of grammar which is starting to be a bit correct in its use, and gestures that have started to fit the context being discussed. From the results of the pre-test, the researcher found that grammar and pronunciation are the lowest aspects of speaking English. This happened because they do not understand the use of correct grammar and rarely practice in pronouncing a word, and one of them is the strength of their mother tongue accent. Based on the above results, research based on the implementation of role playing in improving speaking ability seems to be able to help students of SMPS 1 Perintis to speak English well.

Conclusion

Based on the results of data analysis and discussion, researchers can conclude that there is an increase in the students of SMPS 1 Perintis in speaking ability by using

the role-playing technique seen from the pre-test and posttest scores. In this study, researchers used three steps to conduct the study: pretest, treatment, and posttest. In the pre-test activity, students were asked to introduce themselves in English to find out their English proficiency. In the next step, students received treatment in the form of materials leading to role-playing techniques conducted in the classroom. And finally is post-test, the students were given a post-test to measure their speaking skills from before and after the treatment.

Role play techniques can be applied to assist students in improving their speaking skills with its aspects, namely: Content, fluency, pronunciation, grammar, gesture. This can be seen from the increase in the average score of students during the pre-test and posttest. The mean value of the pretest was 50,00, then it increased to post-test up to 55,48. The learning process using the role play technique can make students build self-confidence and "force" them to solve their own problems, because they practice speaking and can self-correct. With a lot of practice, there will be improvement of students' speaking ability.

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Student Perception and Impact of Using Synchronous and Asynchronous Online Platforms to Support Online Learning During Covid 19

(Case Studies in First and Seventh Semester Students and Third and Fifth Semester Students at two different campuses)

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Abstract

The purpose of this study is to find out students' knowledge about the types of online learning with synchronous and asynchronous methods, describe the types of platforms used, know the methods and applications that are felt to be most effective when online learning, explain the obstacles faced by students, describe the advantages and disadvantages of online learning using methods synchronous and asynchronous, describes the perception and impact on online learning. This study uses a quantitative approach. The data was collected through a google form questionnaire shared on a randomly selected proportional sample. Data is analyzed using descriptive statistics and presented in bar graphs while Data analyzed requires a comparison between samples; is then done T test to determine the significance of differences between the samples. Respondents from this study were 117 students consisting of 73 respondents and regular students as many as 44 people sampling using proportional random sampling techniques. The result of this study is that most students already acknowledge or recognize the method of synchronous and asynchronous learning, zoom applications are very popular as online learning platform among students, obstacles faced by respondents when learning online include signal or internet connection interference, internet quota costs, difficulty to concentrate, feeling saturated and lazy. There were no significant differences regarding the perception of English language skills with synchronous and asynchronous learning methods between respondents at two different campuses.

Keywords: Online Learning, Synchronous & Asynchronous Methods, Perception, Impact.

Introduction

Since the Covid-19 pandemic spread around the world including Indonesia, the government has implemented PSBB (*Pembatasan Sosial Berskala Besar* or Large-Scale Social Restrictions). This affects various sectors, including the education sector. Thus, to suppress the development of the Covid-19 virus increasingly massive, the learning process is carried out online. This online learning starts in November 2021. In 2021, the government has given "flexibility" to open face-to-face learning while still implementing the protocols that have been recommended. However, the development of Covid-19 in various regions in Indonesia shows fluctuating numbers even though it has decreased. By looking at situations like this, lectures will still be held online. In the future, there is the possibility of *hybrid learning*.

Thus, online learning remains the best choice to reduce the number of covid-19 is decreasing and reduce the rate of spread in various places, especially at the college level. Some experts explain online learning. According to (Dabbagh & Ritland, 2005) stated that online learning is an open and dispersed learning system using pedagogical tools (educational aids), which are made possible through the internet and network-based technologies to facilitate the formation of learning processes and knowledge through meaningful action and interaction. Meanwhile, (Cutris, 2002) defines e-learning as *"instructional content or learning experiences delivered or enabled by electronic technology"*. With this explanation, the concept of online learning is the same as *e-learning because it utilizes internet platforms and technology in the learning process*.

In online learning, of course, it is a challenge for both students and teachers. Especially for teachers, how the material can be conveyed well to students and still maintain the spirit or motivation of students during online learning. With the development of online learning today, there are two learning methods that can be utilized through various applications and internet connections, namely synchronous and asynchronous learning methods. Both of these learning methods can be an option for teachers to maximize online learning.

However, not all students know synchronous and asynchronous learning methods. Therefore, a teacher needs to communicate and anticipate the differences between the two methods. Thus, the purpose of this study is (1) to find out how students' perception of synchronous learning methods through zoom, google meet, and asynchronous through google classroom, flipgrid, and so on. (2) to find out what obstacles are faced by students when using the online platform through one or two learning methods. (3) to find out the most effective learning methods experienced by students so that the presentation of materials can be received very well, students more easily understand, and also students can interact well with the teachers. This is very useful for writers and other teachers to be able to know the learning methods that are felt more effective and efficient by students. Finally, the author wants to know the perception of the use of these learning methods in the implementation of each course taught, especially English skills.

Theory and Method

Theory

Perception

Perception is a word derived from the English "*perception*" which means response. A response is a picture of observations that stay in our consciousness after observing. In the great dictionary of psychology, perception is interpreted as a process of observing a person's environment by using his senses so that he becomes aware of everything in his environment. Perception can be interpreted as the process of receiving stimulation through the senses preceded by attention so that the individual is able to know, interpret, and live about the observed, both outside and inside the individual. (Sunaryo, 2004)

Online Learning

Online learning is very well known among the public and academics with the term online *Pembelajaran Daring (Dalam Jaringan* or Online. Both words can be translated as Online Learning). Another very commonly-known term is *Pembelajaran Jarak Jauh* (learning distance). Online learning is a learning process that takes place in a network where teachers and those who are taught do not meet face to face. According to (Isman, 2017), online learning is the use of the internet network in the learning process. Online learning can be done from anywhere and anytime depending on the availability of supporting tools used (Effendi, 2020). He said that the benefits of online learning first can build very efficient communication and discussion between educators and learners. Second, students interact and discuss between learners and each other without going through educators. Third, it can facilitate interaction between teachers, with parents. Fourth, the right resources for exams and quizzes. Fifth, educators can easily provide materials to students in the form of pictures and videos. in addition, students can also download the teaching materials. Sixth, it can make it easier for educators to create questions anywhere and anytime indefinitely. The principle of Online learning is the implementation of meaningful learning, which is a learning process that is oriented to interaction and learning activities. Learning is not fixated on giving learning tasks to students. Teaching staff and those who are taught must be connected in the online learning process.

Learning Media

The word media comes from latin which literally means "middle", "intermediary", or "introduction". More specifically, media understanding in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools for capturing, processing, and reconstituting visual or verbal information (Trianto, 2011). Meanwhile, Trianto said that, "Learning media is a medium that allows the realization of a direct relationship between the work of a subject developer and students, where media is all physical tools that can present messages and stimulate students to learn. The media should be manipulated, seen, heard, and read."

Based on the various opinions above, it can be concluded that what is meant by learning media is everything that can be used to channel messages from sender to receiver. The message sent is expected to stimulate the thoughts, feelings, attention, interests, and willingness of students so that the learning process occurs in order to achieve learning goals effectively. The definition of learning media as above is based on the assumption that the educational / learning process is identical to a communication process. In the communication process, there are components involved in it, namely the source of messages, messages, message receivers, media, and feedback. The source of the message is something (the person) who conveys the message. Message is the content of the upbringing/content of the teachings contained in the curriculum that is poured into certain symbols (*encoding*). The recipient of the message is the student by interpreting the symbols so that they are understood as messages (*decoding).*" Media is an intermediary that conveys a message from the source of the message to the recipient of the message.

Synchronous and Asynchronous E-Learning

It is undeniable that the last few years of technology-based learning (E-learning) began to get special attention from various educational institutions and educators in Indonesia. (Zhou, Wu, Zhou, & Li, 2020) Stated that e-learning or online-based learning is a learning model that encourages users (students/lecturers/instructors) to utilize the Information and Communication Technology platform (ICT) in the teaching and learning process. In line with what is stated by (Arif & Revelation, 2014), E-learning is a teaching and learning method by using a system as a teaching and learning medium connected by a network. Arif emphasized that to encourage online-based learning, teachers and students must utilize a learning platform that suits the needs and conditions of these users.

Technology-based learning brings many benefits and is in accordance with the current era, namely the era of technology 4.0. The term e-learning has a lot of meaning due to the various uses of e-learning today. Basically, e-learning has two types: synchronous and asynchronous. Synchronous means at the same time. The learning process takes place at the same time between educators and learners. This allows direct interaction between educators and learners online. The e-learning process is an option to overcome the limitations of educational facilities. The learning process with e-learning is no less effective when compared to learning in the classroom because in e-learning between teachers and learners can interact directly (synchronously) with video /audio conference features or short messages (chats); or interact indirectly (asynchronously) with discussion forums (Arif & Wahyu, 2014). This innovation encourages the education sector to enter a completely new era characterized by people's ability to form a new civilization that is so dependent on ICT and various (eventually) virtual activities (Darmayanti, Setiani, & Oetojo, 2007). Higher education activities that are so difficult to reach, rigid, closed, lack of motivation, and unfriendly, now with the use of the internet known as e-learning is an option and is a source of learning in facing future challenges.

Method

Research Design

This study uses a quantitative approach. The data was collected through a Google Form questionnaire shared on a randomly selected proportional sample. The data is analyzed using descriptive statistics and presented in a bar or pie chart. While data analysis that requires comparison between samples is done T test to find out the significance of differences between the samples.

Participants

The participants who became the data source were students of the English Undergraduate study program on the first and seventh semesters and Students of the third and fifth semesters from two different campuses. The data was taken from a sample of 117 respondents.

Data Collection

Data was taken from several undergraduate students by sampling using *proportional random sampling* techniques using questionnaires through Google Form. In the Google Form, there are several questions that are adjusted to the formulation of the problem. After the data is grouped, then the calculation is statistically descriptive.

Data Analysis

The next step after collecting the data was analyzing the data. The data gained from the student participants' writing scores and responses to close-ended questionnaire items were analyzed by using statistical analysis through SPSS to know the student's perceptions. Before using the inferential statistics to test the hypothesis, the data were analyzed by using descriptive statistics

Findings and Discussion

Knowledge of synchronous and asynchronous learning

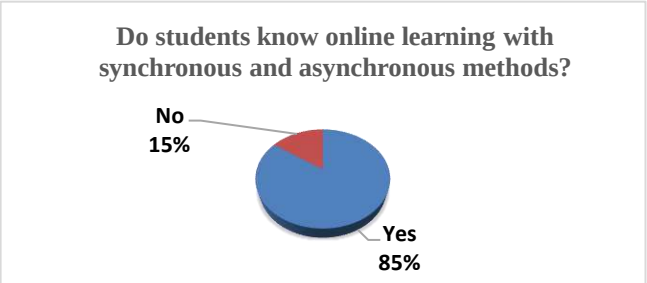


Figure 1. Respondents' knowledge of synchronous and asynchronous online learning methods.

Students as respondents mostly 85% stated to know online learning with synchronous and asynchronous methods while a small percentage of 15% said they did not know it. Thus, most students already know the differences in online learning methods that can be done in a synchronous and asynchronous manner.

Types of platforms used in online learning

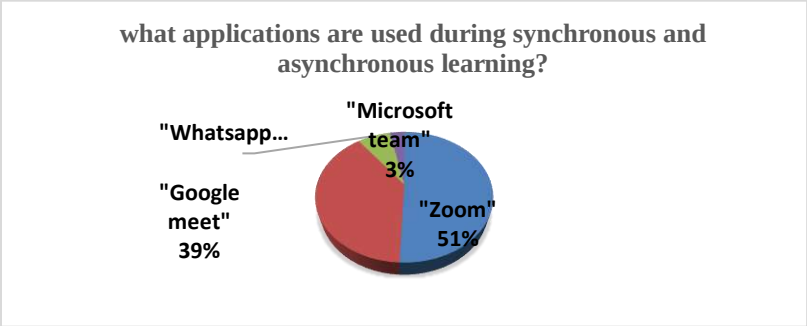
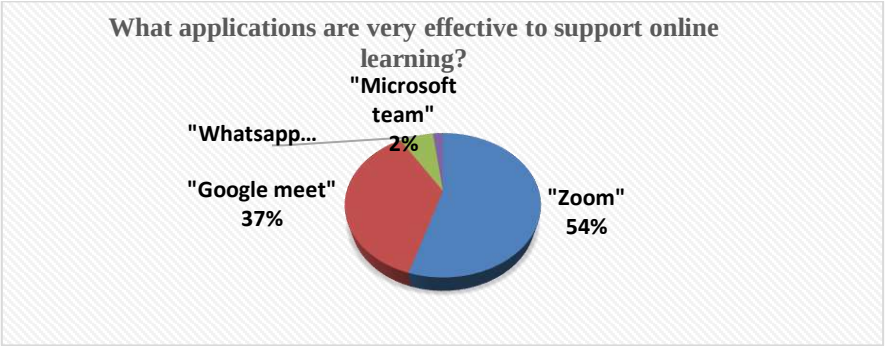


Figure 2. The type of platform used in synchronous and asynchronous online learning.

The most popular applications used in online learning mentioned by respondents were Zoom (51%), Google Meet (39%), WhatsApp video (7%) and followed by Microsoft team (3%). From the data, it can be concluded that most students prefer to use the *Zoom* application for online learning and another alternative is *Google Meet*.

The Most Effective Applications in Synchronous Online Learning

In graph 3 below, it shows that most of the applications that are perceived to be most effective in online learning synchronous methods are zoom applications by 54%. Other apps include Google Meet (37%), WhatsApp Video (7%) and Microsoft Team (2%). The data shows students prefer to use the Zoom app in online learning.



Figuer 3. The Most Effective Applications in Online Learning

Obstacles faced during online learning

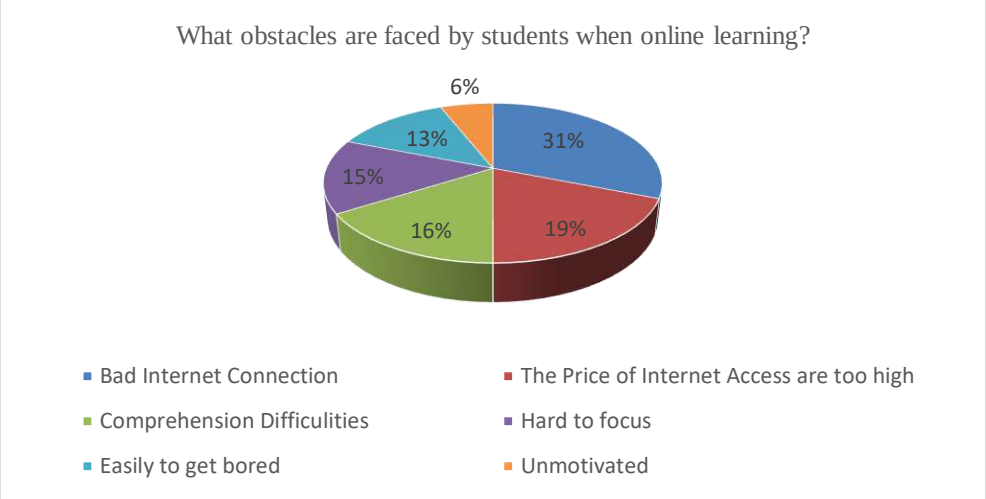
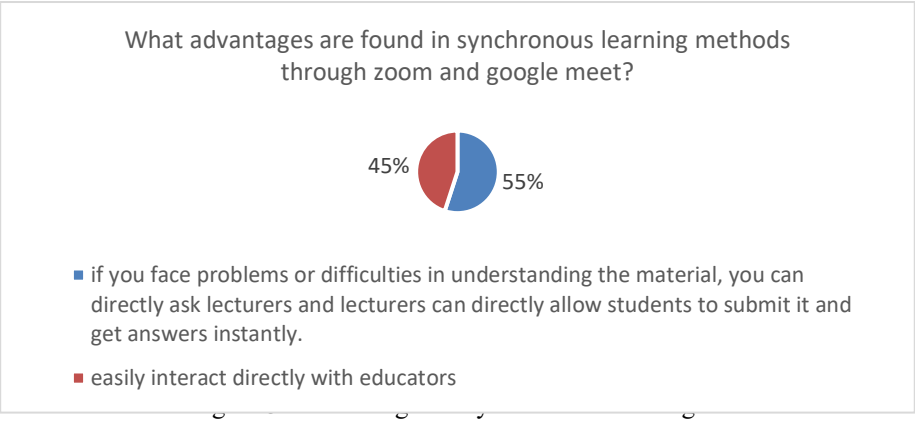


Figure 4. Obstacles faced by respondents during online learning

Based on the graph 3 above, the obstacles faced by students (respondents) during online learning are signals or internet connections (31) %, internet quota fees (19%), difficulty understanding materials (16%), difficulty concentrating (15%), saturated (13%) and lazy (6%). Indeed, most experience unstable internet connections or internet disruptions during online learning, causing confusion for students in understanding the materials provided by lecturers.

Advantages and disadvantages of synchronous learning methods



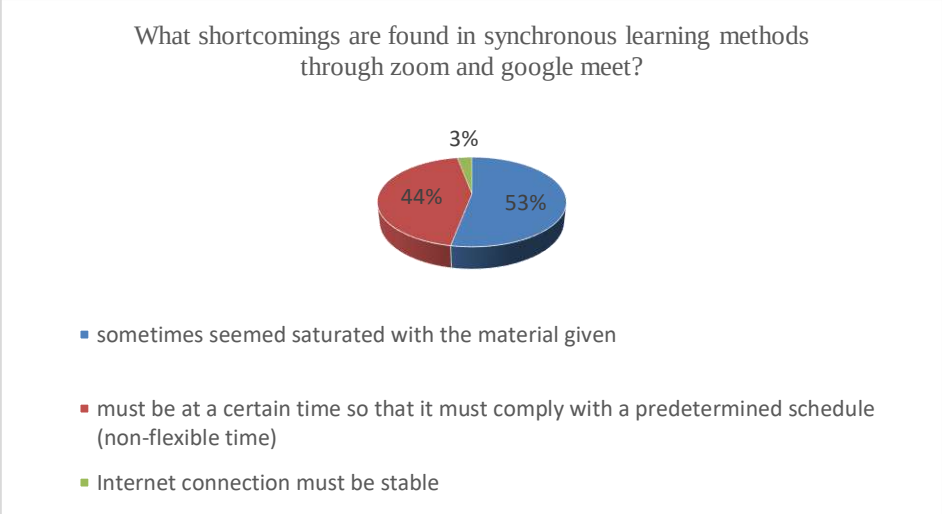


Figure 5b. the shortcomings of synchronous learning methods

The disadvantage of synchronous learning methods according to graph 5b is that students sometimes seem saturated because in the delivery of the material provided (53%), must be at a certain time so that they must comply with a predetermined schedule (44%) and the internet connection must be stable (3%). From the data above, most students feel saturation when learning online with the same method. In addition, online learning carried out in sync must adjust to the schedule that has been determined by each lecturer and internet quota must remain stable in order to achieve good learning.

Advantages and disadvantages of asynchronous learning methods

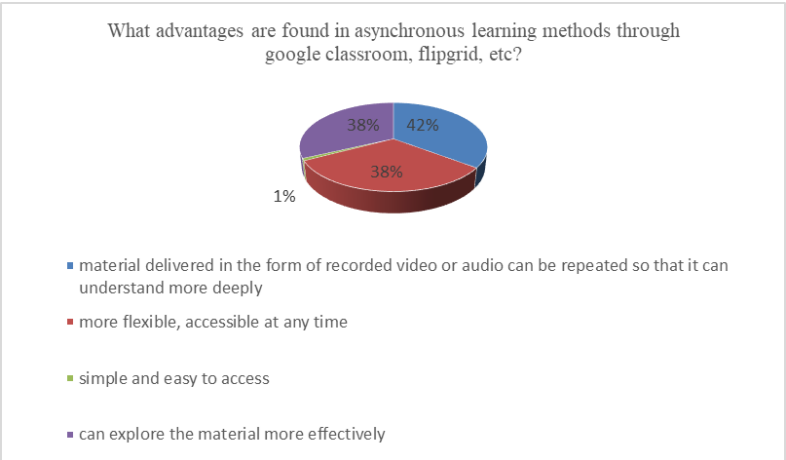


Figure 6a. Advantages of asynchronous learning methods

Similar to synchronous learning, asynchronous learning methods have several advantages including material delivered in the form of video recording or audio can be repeated so that students can understand more deeply (42%), more flexible time can be accessed at any time (38%), can explore the material more effectively (19%) and easily accessed (1%). This data shows that the advantages of using asynchronous methods provide convenience to respondents (students) also in understanding the material because the recorded material can be repeated according to individual needs, the time in accessing the video is more flexible and certainly easy to access anytime and anywhere that is not tied to the schedule.

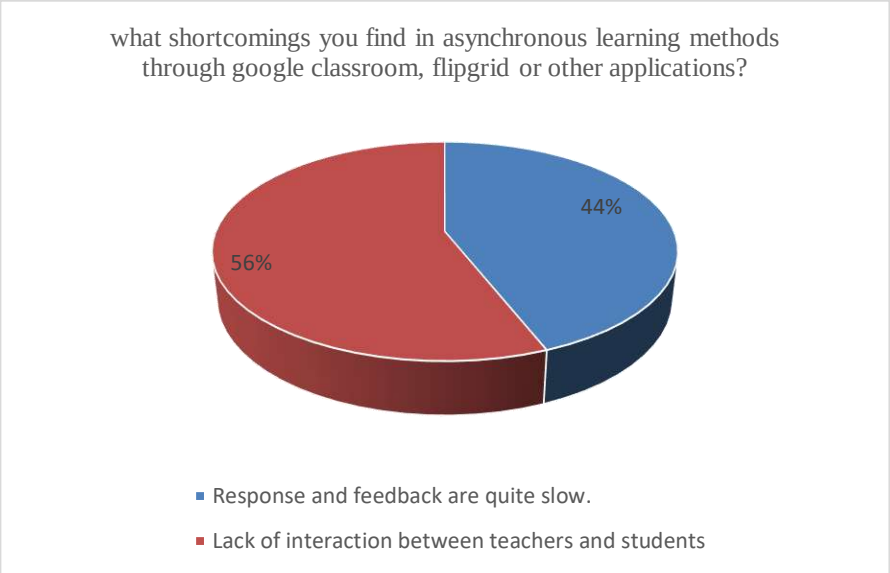


Figure 6b. Lack of asynchronous learning methods

What is lacking in asynchronous learning methods is the lack of interaction between teachers and students (56%) and a fairly slow response or feedback (44%). The lack of asynchronous methods is experienced by students in one-way communication so students tend to be passive. In addition, there is no interaction between teachers and students directly so if there are obstacles or problems faced by students in the learning process; they cannot be responding directly and quickly.

The impact that students experienced on English language skills

There is a problem that must be answered in this study, namely whether this online learning has an influence on the respondent's English language skills, and respondents are provided with a choice of perception scores from 1-5 in providing a scale of their English proficiency. Here is a graph of the results of the perception score.

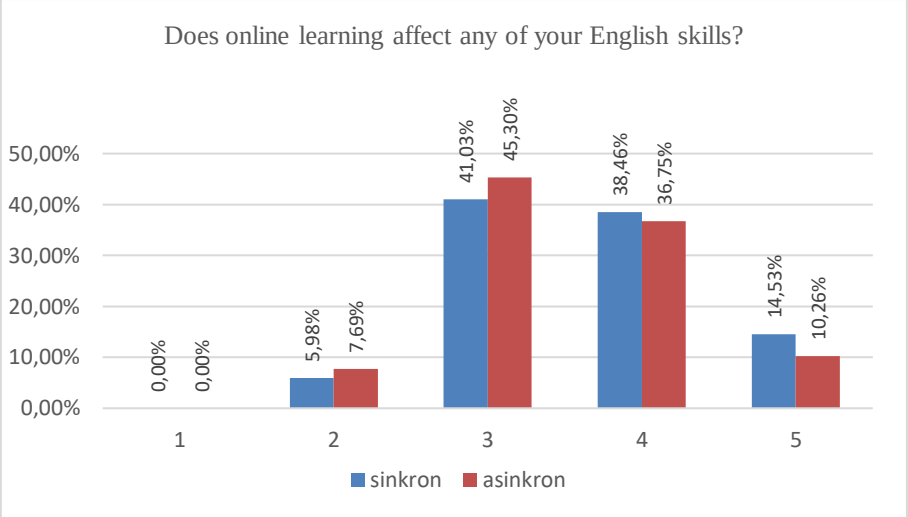


Figure 7a. Student response in the influence of online learning on English skills.

The graph above shows that the majority of respondents, namely about 41-45%, chose a perception score of 3 in the influence of synchronous and asynchronous online learning on one of their English skills. Then followed by a perception score of 4 for the next order. The distribution of the score above also illustrates that the perception of respondents is still in the middle of the scale and tends to shift in a higher direction with a mean value for the synchronous method of 3.62 and asynchronous at 3.50. Here are the statistical parameters of respondents' perceptions in the influence of online learning on English skills.

Table 1. Statistical Parameters of Respondents' Perceptions in The Influence of Online Learning on English Skills

Parameter	Learning Methods	
	synchronous	asynchronous
median	4	3
mean	3.62	3.50
SD	0.81	0.78

The graph bellow illustrates the English skills most often mentioned by respondents when learning online is *speaking* (35%) and followed by *reading* (23%) and writing (15%).

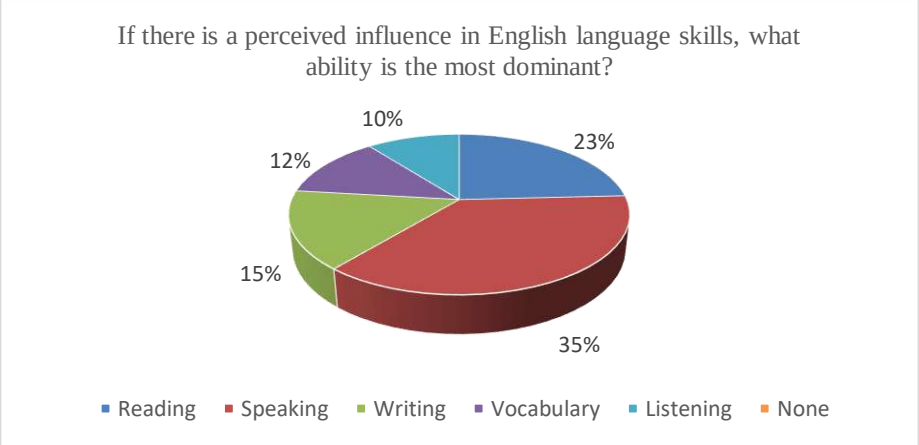
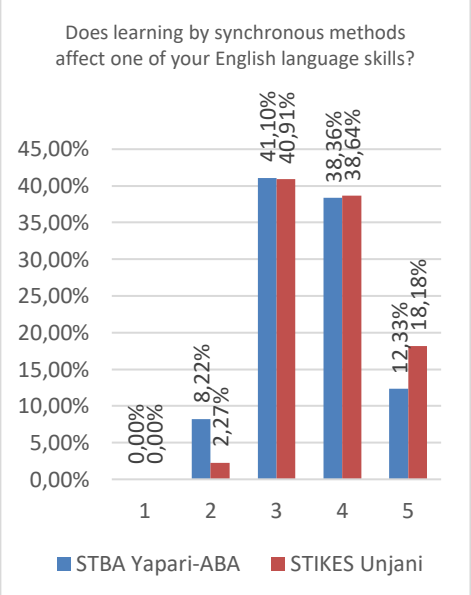
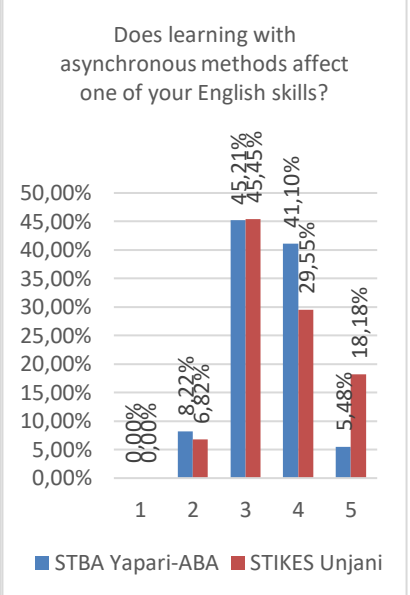


Figure 7b. The most dominant English skills experienced during online learning.

Comparison of perceptions of two campuses

English proficiency data in the form of interval data (perception score 1-5). The perception comparison of two samples between STBA Yapari-ABA and STIKES Unjani was conducted with the T test.





Before conducting the T test for two free samples, a two-variety similarity test is required.. The hypothesis tested is H_0: the variety of the two populations is the

same ($\sigma_{12} = \sigma^{22}$) and H1: the variety of the two populations is different ($\sigma_{12} \neq \sigma_{22}$). The test statistics used are $F_{hit} = s12/s22$. H0 is rejected if $F_{hit} < F_{1-/2\ (db1,\ db2\alpha)}$. Here are the test results of the similarity of two variations between the responses of the two different campuses.

	Synchronous method	Asynchronous method
$F_{hit} = s_a^2/s_b^2$ =	1.07	0.69
$F_{table} = F_{\alpha/2}$ =	1.60	1.60
conclusion =	H_0 received	H_0 received
If sample equal ?	yes	yes

The results of the second population variety test are the same, so it can be continued into a different test, namely the T test. The hypotheses tested were $_{H0}$: the mean of both populations is the same ($\mu_1 - \mu_2 = \delta_0$) and H1: the mean of the two populations is different ($\mu_1 - \mu_2 \neq \delta_0$). The test statistics used are:

$$t_h = \frac{(\bar{x}_1 - \bar{x}_2) - \delta_0}{s_{(\bar{x}_1 - \bar{x}_2)}} \qquad s_{\bar{x}_1 - \bar{x}_2} = \sqrt{s_{gab}^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

$$s_{gab}^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \text{ dan } v = n_1 + n_2 - 2$$

Where:
x bar: sample average
s: standard deviation of the sample
n : number of samples

H_0 rejected if $|t_{hit}| > t_{db\ \alpha/2}$. Here are the test results of the two-mean difference between the responses of the two different campuses.

	Synchronous method	Asynchronous method
$\lvert t_{hit} \rvert$ =	1.16	1.02
t table = $t_{db\ a/2}$ =	1.98	1.98
conclusion =	H_0 received	H_0 received
If difference exist ?	No	No

In the table above it can be concluded that there are no significant differences regarding the perception of English skills either synchronous or asynchronous methods between students from the two different campuses.

Conclusion

After conducting a survey of 117 respondents randomly propositionally, the authors obtained data that most (85%) of students already acknowledge the synchronous and asynchronous learning methods in online learning while the rest (15%) do not know it. Applications used by respondents widely are *Zoom* (51%), *Google Meet* (39%), *WhatsApp Video* (7%), and *Microsoft Team* (3%). Thus, zoom is very popular and is followed by the Google Meet application as an application for online learning. The most effective application used in synchronous learning is zoom (54%) so students choose Zoom for online learning compared to other applications.

The obstacles faced by respondents during online learning include; signal disruption or internet connection, internet quota fees, comprehension difficulties, saturation and laziness during the learning process. Synchronous learning has advantages according to respondents, it is easy to interact with lecturers if they have any difficulty in understanding learning materials. In addition, you can express opinions and answers directly when learning online. However, there are disadvantages experienced by respondents in this synchronous method, namely; how presenters present materials can be saturated. and predetermined schedules must be adhered to. Sometimes, unstable internet disruption conditions and limited internet quotas become obstacles in themselves.

In the asynchronous method, the advantages experienced by respondents are that students are having a better understanding of the material because the material can be repeated to be studied because the material delivered through the learning video is pre-recorded. also, flexible time is really helpful referring it can be accessed at any time, and the exploration of the material is more effective and easily accessible to learn. However, there are shortcomings of this asynchronous method, namely the lack of interaction between lecturers and students because the lecturer's response is quite slow and students tend to be passive because of one-way learning.

The impact experienced by students on English language skills using synchronous and asynchronous methods shows that students are in the middle position towards a higher direction means that they have a good impact on the English learning process. The most often impact experienced in learning is speaking *(Berbicara*), reading (*Membaca*) and writing (*Menulis*). There was no significant difference regarding the perception of English skills with synchronous and asynchronous learning methods between both respondents in two campuses in English.

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The Effectiveness of Contextual Teaching and Learning Approach in Writing Skills

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Abstract

This study aims to investigate the effectiveness of the Contextual Teaching and Learning (CTL) approach to improve students' writing skills. In this study, the researchers took two classes as class VII A as the experimental class and VII B as the control class. This research uses quasi Experiment research methods. This study reveals that the CTL approach can improve the writing skills of grade VII students in the 2021/2022 academic year. This is evidenced by the students who are taught with the CTL approach having a higher score than the students who are taught using conventional learning. The result of this research is that there is a significant difference between the control class and the experimental class ($t = -2.70$; $p<0.05$). This tolerance uses a 95% confidence level, the difference between the control class and the experimental class is -5.25842 to 4.00842. Thus, it can be concluded that the Contextual Teaching and Learning approach is effective to be applied to the descriptive writing skills of eighth-grade students of SMPN 1 Labuapi.

Keywords CTL approach, writing skills, teaching writing

Introduction

English as a foreign language has an important position in all levels of school in Indonesia as stated in the 2013 curriculum. It is considered one of the compulsory subjects that should be studied up to university. English is also one of the subjects that must be based on the educational curriculum. Based on the 2013 curriculum, English has a central position in developing technology and information. The curriculum is displayed in the students' center which is students search materials themselves more than teachers. The curriculum changes give influence the way

teachers and students understand English learning from previously traditional into based learning to modern pedagogical dimension (Puspitasari, et al., 2020), adjust the trend needs (Suryani, et al., 2020), and challenge educators to improve students' skill becoming competence individuals (Banez & Sarmiento, 2019).

Moreover, recently people prefer the written form of communication in accessing information to oral communication. Abbas (2006) states the concept in terms of language use: the spoken language which is very dominant will be followed by the more dominant written language.

Writing is one of the four components of language skills; writing, reading, listening, and speaking, that are grouped into two skills, namely receptive and productive skills. Writing is also defined as a process of transferring thoughts, ideas, or even feelings of someone in order to be understood by others. In addition, Harris, Ansyar, & Radjab (2014) have stated that writing activity constructs the symbols of language into written form, and it is also a means to convey ideas. Therefore, through writing, people try to express their ideas in the form of sentences or even paragraphs in readable writing which have meaning.

According to Rass (2001) said, "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues such as organization, content, purpose, vocabularies, audience, and mechanics such as spelling, punctuation, and capitalization", it is because there are some aspects that the students should learn to make good writing.

Descriptive text is a kind of text which is used to describe the real object (person, place, and things). It will help the reader understand clearly the real object. Then descriptive text consists of identification and description. Identification is a process of how to an object that wants to describe. Then, the description is a process of how to describe the object. Descriptive text is a sort of text used by every writer or person to explain a thing, individual, animal, location, or incident to a reader or listener (Knapp & Watkins, 2005)

Effective learning of writing allows the students to learn easily in learning to reach the learning goals. In consequence, this needs the teacher's role to assist and guide the students in order to achieve the learning objectives. For instance, the teacher has the role of choosing and using an appropriate approach to the learning process of writing. As it is known that an approach is defined as someone's perspective on the learning process (Rusman, 2014). Therefore, the selection of the right approach is expected that it can affect the process of teaching and learning writing.

However, writing is regarded as a difficult skill to learn (Ilham, Musthafa, & Yusuf, 2020). It requires active thinking throughout a continuous production process in which thoughts and ideas are transferred into written communication. Byrne (1993) claims that the production of graphic symbols has to be arranged in a particular order and linked together in certain ways to form all coherent.

In practice, the learning of writing that often occurs in the classroom is dominated by teachers (Antika, 2014). This viewpoint is usually called learning using a teacher-centered approach or a conventional approach. According to Rusman (2014), the teacher-centered approach puts a student as an object of learning and a teacher as the only source of learning whereby it has classical learning activities. In consequence, learning activity in the classroom is spent by the teacher explaining the lesson, whereas the learners take notes and listen to the teacher (Chang, 2011).

Based on the result of the interview with one of the English who was in SMPN 1 Labu Api and based on direct observation how the ability students' writing skills that the researcher did during the activity, he said that students' writing descriptive text was still very low in the amount of 50% based on the result of assessment to student's task. The students still face difficulty in writing descriptive text. In addition, the most basic problem is how an educator packs learning into learning that can attract students' interest to be able to follow the learning being carried out, so that students do not feel bored with the learning they are facing, in this case especially learning English is always considered as a very important subject. only theoretical which causes students to become bored with English lessons and is often considered a subject that is always carried out in daily activities so that students' interest is less in learning English.

Therefore, the contextual teaching and learning approach can be considered useful to be used in teaching English, especially in teaching writing. Contextual teaching and learning (CTL) emphasize the students' involvement in the whole process to be able to seek out the material learned and relate the real-life situation in order to motivate students to apply the knowledge or skill acquired in their life. Besides, the contextual approach (CTL) is one of the recommended learning approaches in implementing the Education Unit Level Curriculum. Therefore, this contextual learning approach needs to be developed.

Contextual learning has been defined differently by many experts. Some experts define contextual learning as a concept that helps teachers and students relate meaning and real-world situations to subject matter in the right way (Johnson, 2002; Sears, S. J., & Hersh, 1998). In other words, CTL motivates students to take charge of their own learning and to make connections between knowledge and its application to the various contexts of their lives. In addition to the previous definition, Nurhadi, Yasin, & Senduk (2004) suggests that the philosophy of constructivism is the reason why teachers choose CTL as an alternative approach to teaching and learning. In this case, students are expected to learn through "experiencing" not by "memorizing" the subject matter.

A number of research studies show that contextual teaching and learning are able to improve students' writing skills. (e.g Haerazi, 2019; Hasani, 2016 ; Nawas, 2018; Satriani & Emilia, 2012). Haerazi (2019) explored the practice of contextual teaching and learning approaches to improve students' reading comprehension in relation to motivation. The research finding shows that contextual teaching and learning is useful and fruitful to enhance students' reading comprehension in relation to motivation to learn. The minimum achievement criteria were attained. The important change in each cycle was that students were able to reduce their learning difficulties through reading activities based on the context and content. In line with Haerazi,(Hasani, 2016) investigated the influence of the contextual learning model and critical thinking ability on argumentative writing skills in university students. The study shows that students' argumentative writing skills in the contextual model are better than those in the non-contextual model. However, students with low critical thinking ability failed to improve their writing ability in contextual than those in non-contextual classroom. The result of Nawas, (2018) study strengthened the finding that the CTL approach through REACT strategies

can be implemented in teaching writing. The study conducted by Satriani et al (2012) also supports the finding that contextual teaching and learning approaches teaching writing. The findings revealed that the teaching writing program was successful to improve students' recount writing skills. They show some improvement in schematic structure, grammar roles, and graphic features.

In order to solve the problems found at SMPN 1 Labuapi above, the researchers are interested in conducting experimental research on the effectiveness of Contextual Teaching and Learning (CTL) Teaching and Learning Approaches in Writing Skills for Class VII Students of SMPN 1 Labuapi. The novelty of this study lies in the use of contextual teaching and learning by applying several learning strategies to teaching writing skills. The teaching strategies involve text types that can be applied in a group or individually. Moreover, the learning strategies can engage students in active language learning.

Theory and Method

The design of this research is a quasi- Experimental Design of the post-test only control group (Cohen, 2007) which is designed to determine the significant difference between students' writing competence and students who are treated using a contextual learning approach. In addition, it is designed to determine the interaction between the application of contextual learning approaches and conventional learning. So this study was not designed for the purpose of finding an increase in students' writing competence between the experimental group and the control group.

The population of this study was all of the tenth graders of SMPN 1 Labuapi in the academic year of 2021 - 2022, which consist of 64 students. First, four homogeneity classes were taken as the class sample. Using a lottery, one experimental class and one control class were chosen randomly. 32 students of VII-A were chosen as the sample of the experimental group and, 32 students of VII-A were chosen as the sample of the control group.

The data were collected through steps: 1) the researcher gave a pre-test to experimental and control students. 2) The researcher gave treatments to the only students of the experimental one. 3) The researcher gave the post-test to both groups and gave the questionnaire for the only experimental one. Implementation of the CTL approach to teaching descriptive writing involved the components of the approach emphasizing more on the learning community, including the other components such as modelling, inquiry, and questioning.

It could be illustrated that before going into the writing process, students were expected to understand the schematic structure and language features of the descriptive text to build their insight into how to compose the personal descriptive text and develop their ideas or thoughts to write the personal descriptive text. In doing the activity, the researcher asked students to make a small group and handed them out a sample of the descriptive text as modeling (adapted from Ms McClure's class website, Language art). Students were asked to read the text and discuss its feature with their group. Those activities were a part of components of CTL, a learning community covering modeling, inquiry, and questioning. In their task, the

students in the group were then asked to write a personal descriptive text based on a given topic related to their experience. Students integrated their own experience or prior knowledge and ideas with their writing knowledge through the activity. This activity connected what they had previously acquired and the current information to build their knowledge.

Writing pre-posttest tests were used in this study. The test was to write a personal description based on the given topic, "describing my best friend". This test examined the two groups writing performance before and after implementing the CTL approach.

Findings and Discussion

The purpose of this test (pre-test and post-test) is to find out how the Effectiveness of the Contextual Teaching and Learning Approach on teaching Descriptive Writing Skills after being given treatment, this test is given to class VIII students of SMP Negeri I Labuapi. The implementation of writing descriptive text in the experimental class was carried out in two stages, namely the pre-test stage (giving a test before applying the Contextual Teaching and Learning approach), and the post-test stage (giving a test after the application of the Contextual Teaching and Learning approach). Contextual Teaching and Learning Approach). The following describes the results of the ability to write descriptive text in the experimental class regarding pre-test and post-test data.

a. Descriptive of Data

Table 1 is the distribution of frequency and percentage of pre-test results in the control class and experimental class of learning to write descriptive texts for seventh-grade students of SMPN 1 Labuapi.

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Pre_Test_ Control Class	32	43	70	51,22	8,925
Post_Test_Control Class	32	40	70	59,84	7,012
Pre_Test_Experiment Group	32	40	75	59,22	11,080
Post_Test_Experiment group	32	40	75	59,22	11,080
Valid N (listwise)	32				

Source of processed data control class and experimental class

The table above shows that in the control pretest, Variable N shows the number of students 32 students. The minimum score is 43, the maximum score

is 70, the average score is 51.22, and the std. The deviation is 8.925. In the control posttest, the minimum score is 40, the maximum value is 70, the mean value is 59.84 and std. The deviation is 7.012. In the pre-test, the experimental class variable N shows the number of students 32 students, the minimum score is 40, the maximum score is 75, the average value is 59.22, and std. The deviation is 11,080. In the posttest the minimum score is 40, the maximum value is 75, the mean value is 86.57 and std. The deviation is 11,080.

b. Test of Normality

To determine the type of test that is carried out parametric or non-parametric, the normality test is carried out first. The distribution normality test uses the Test of Normality based on the Kolmogorov-Smirnov test to analyze the type of distribution of learning outcomes score data in the experimental class and control class. The test is done by comparing the probability (sig) with the alpha value (α).

Table 2 Normality Distribution

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
The score of students' learning	Pre_Test Experiment_VIIB	,351	32	,000	,761	32	,000
	Post_Test Experiment_VIIB	,259	32	,000	,897	32	,005
	Pre_Test Experiment_VIIA	,199	32	,002	,891	32	,004
	Post_Test Esperiment VIIA	,199	32	,002	,891	32	,004
a. Lilliefors Significance Correction							

Based on the Shapiro-Wilk level normality test using the decision-making rules based on the significance value = 0.05, for the **control** class pretest = 0.05 > 0.000 significance so that the conclusion is normally distributed. The control class posttest with a significance value of = 0.05 > 0.005 so that it is normally distributed. Meanwhile, the Shapiro-Wilk normality test uses the decision-making rules based on the significance value = 0.05, for the experimental class pretest = 0.05> 0.004 that is normally distributed. Shapiro-Wilk level normality test using decision-making rules based on the significance value = 0.05, for posttest experimental class = 0.05> 0.004 that is normally distributed.

c. Test of Homogeneity of Variances

After the normality test and obtaining a normal distribution of data, the next step is to test the homogeneity. The homogeneity test is intended to determine the distribution of homogeneous or non-homogeneous data. The homogeneity test in this study used the Test of Homogeneity of Variance based on the Levene Test because the samples were taken from two classes of data. Similar to normality testing, homogeneity testing is also done by comparing the probability value (Asymp. Sig) with the alpha value (α=0.05).

Table 3 Test of Homogeneity of Variances

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	5,023	3	124	,003
Based on Median	2,429	3	124	,069
Based on Median and with adjusted df	2,429	3	113,506	,069
Based on trimmed mean	4,720	3	124	,004

From the results of the analysis on the homogeneity test table, it was obtained that Based on trimmed mean = 4.**720** and significant value = 0.004 < = 0.05, thus the learning outcomes of the two groups (control class and experimental class) were homogeneous.

d. Independent Sample Test

Table 4. Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The score of students' learning	Equal variances assumed	9,459	,003	-,270	62	,788	-,62500	2,31790	-5,25842	4,00842
	Equal variances not assumed			-,270	52,400	,788	-,62500	2,31790	-5,27537	4,02537

From the results of the analysis, the value of t = -2.70 with p <0.05. Thus it can be concluded that there is a significant difference between the control class and the experimental class (t = -2.70; p<0.05). The mean difference shows the difference in the mean between the control group and the experimental class. From the results of the analysis the mean difference is -6.25, therefore because the value is negative, the control class has a lower value than the experimental class, or in **other** words, the experimental class has a higher effective value than the control class. 95% confidence interval of the difference is the tolerable range of different values. This tolerance uses a 95% confidence level, so with a 95% confidence level the range of concentration difference between the control class and the experimental class is -5.25842 to 4.00842. Thus it can be concluded that the Contextual Teaching and Learning Approach is effective to be applied to Writing Skills.

This study investigated the effectiveness of contextual teaching and learning approaches on EFL students' ability in writing descriptive text. This study showed that contextual teaching and learning improved their writing ability in writing descriptive text. It can be seen from the improvement in their score taken from the pre-test and post-test which are 51.22 and 59.22. The improvement of the ability in the writing of the student after being given treatment using the Contextual Teaching and Learning approach is in line with the finding of previous studies conducted by (Haerazi et al 2019); Hasani, (2016); Nawas, (2018); Indrilla, (2018); Satriani et al (2012) indicating that CTL was beneficial to improve students writing ability.

Conclusion

Based on the results of research and data analysis that has been done, it can be concluded that in general, the use of CTL in writing the descriptive text for class VII affects learning outcomes. This is evidenced by the significant difference between the initial test scores and the final test scores for students in the experimental class using CTL learning and the control class using conventional learning.

The data in the control class and the experimental class showed that there were significant changes. It was proven that there was a significant difference between the control class and the experimental class (t = -2.70; p<0.05). This tolerance uses a 95% confidence level, the difference between the control class and the experimental class is -5.25842 to 4.00842. Thus, it can be concluded that the Contextual Teaching and Learning (CTL) approach is effectively applied to the descriptive writing skills of class VII students of SMPN 1 Labuapi.

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THE PORTRAYAL OF NARCISSISTIC PERSONALITY DISORDER AS SEEN IN THE MAIN CHARACTER OF *STARSTRUCK* NOVEL BY LAUREN CONRAD

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Abstract

This research discussed a novel written by Lauren Conrad entitled Starstruck. in this novel the case that happened is the personality disorder by the main character Madison that has an occupation as the entertainer in Los Angeles. in that novel, the writer shown the internal competition between the fellows entertainer in Los Angeles to show up to each other about their fame in the media. they tried to bring each other down to shine in their work as an artist in that novel. In this study, the researcher uses a descriptive qualitative methods to describe the phenomena of Narcissistic personality disorder inside the novel that written by Lauren Conrad. therefore, this study is supported by the psychological approach by Sigmund Freud to analyze the behavior of the main character inside the novel and supported by the theory of Narcissistic personality disorder to see the symptoms that owned by the main character Madison who identified as Narcissistic personality disorder sufferer. This paper shows the main character Madison in Starstruck novel by Lauren Conrad identified as the person who suffered Narcissistic personality disorder. from the daily activities proven by the quotation that used by the researcher in this study. this study shown that the main character Madison has several symptoms that makes herself as the person who suffering Narcissistic personality disorder in the novel

Keyword: Lauren Conrad, Narcissistic, Personality Disorder, Starstruck.

Introduction

Generally, literature is divided into 9 forms, which are essay, novel, novella, poem, prose, short story, flash fiction, myth, and graphic novel (Mills, 2021). Meanwhile essentially, the genres of literature are divided into fiction and non-fiction. Even so, the fiction literature also has the ability to portray the reality. Davidsen (2018) believed that any kind of literature is able to represent the reality. Hence, literature is always known as the reflection of the real world. Junaid (2014) stated that literature is not only the result of people's thoughts but also their expression with the social community from around them, so they can produce better works by using literary language that shows intelligence in their work. There was a dramatic shift from the exotic and poetic romanticism to the era of literary realism, where it expresses ever day experiences into literary work, From that, literary realism started to be used as a new style of writing by the author or writer.

Master Class (2021) stated that psychological realism can be defined as a type of realism that focuses on the characters and why they did that, according to this article, there are six types of literary realism, which are: 1) magical realism; 2) social realism; 3) kitchen sink realism; 4) socialist realism; 5) naturalism; 6) psychological realism. In this research, the researcher focuses with one of the types of literary realism which is psychological realism. The psychological field is chosen because the researcher believed that it is important to understand human to treat them better (Amelia & Diantika, 2017). Moreover, literature always has a close relation to the medical and psychological field and is believed as the instrument of social change (Das, Doval, Mohammed, Dua, & Chatterjee, 2017).

By focusing on psychological issue in literature, the researcher has chosen one of the forms of literature, which is novel. The decision was made because the researcher believes novel can portray the issue better. Many researchers and experts agreed that novel is seen as the suitable type of literature that can portray the issue in detail. According to Junaid, (2014) novel, as a type of literature that has a contextual relationship with the current social conditions of society. As a prose narrative book length, novel can easily portray the issue and play a role as the literary realism. A novel that contains psychological issue focuses on the emotional, expression and internal states of the character (Rasistania, 2019). In other words, the literary realism can be sensed by the readers better, because the style of writing of psychological novel will focus on the internal state of its characters. Considering that, psychological novel *Starstruck* novel by Lauren Conred is chosen by the researcher of this current research to be the focus of this research. the novel written by Lauren Conrad as the portrayal of Narcissistic Personality Disorder or usually known as NPD refers to a disorder where the sufferer have an inflated sense of self-importance, a deep need for excessive attention and admiration, troubled relationships, and a lack of empathy for others (Mayo Clinic, 2017). Considering that, the issue of NPD is discussed deeper by the researcher of this current research. To reveal its existence in novel, the researcher has chosen one novel entitled *Starstruck* that was written by Lauren Conrad.

The same case also has been conducted by many researches, stated by Septivian entitled John Bristow's Narcissistic Personality Disorder in Robert's Galbraith's *The Cuckoo's Calling.* In that article, Septivian examined the existence of Narcissistic Personality Disorder (NPD) in the novel by Robert Galbraith, *The Cuckoo's Calling.* the second research written by Ihsan and wijayanti, This analysis aims to find illustrations and evidence from the main character in the novel The Girl on the Train to describe narcissism disorder. In this study it was found that the main character suffers from narcissistic disorders, such as a large ego, excessive self-confidence, exploitation of interpersonal relationships, arrogance, and lack of social awareness.

The third research is written Joshi in 2017 entitled *Narcissism as Reflected in the Movies and Literature* is used as the second previous study. The researcher of this current research feels the urgency to have supporting data about how narcissism is portrayed in novel. In the research, Joshi explained deeper the symptoms, signs, and behavior of the sufferer of NPD, or usually called narcissists. the third research is written by Lestari, Hasanuddin, and Asri in 2018 entitled Narcissism Women's Profile in Trilogy Novel of *Si Parasit Lajang* by Ayu Utami focused on describing and analyzing the narcissistic women's profile in the trilogy novel. the research found that the novel contained the real form of self-actualization of a narcissistic. In the findings, it was also stated that most likely women, in social life, highlight the convenience of being alone, which made women had bigger chance to suffer NPD.

However, the research about Narcisistic personality disorder in *Starstruck* novel by Lauren Condrad is still in a minimum number, therefor the researcher got interest to analyze the case of Narcicistic personality disorder in the novel *Starstruck* by Lauren Conrad.

Theory and Method

According to Golan (2018), psychology and literature are relatable, psychology refers to the description of human behavior meanwhile literature refers to how humans behave in dealing with a problem in their environment. Additionally, Glassman and Hadad agreed that the approach of psychology is able to make the researcher focus on one aspect or type of behavior (for example the physiological processes or the mental problem) (Glassman & Hadad, 2009). The use of a psychological approach can help the reader to understand the characterizations in the book/novel and also help to better understand the thematic inconsistencies that occur in the book/novel being discussed (Paris, 2017).

The theory of NPD was found and introduced for the first time by the famous founder of psychoanalysis, Sigmund Freud. According to Sigmund Freud, narcissism was a phase of development in someone's life when the person does not transfer his or self-love to other people or objects (Thurschwell, 2000). Narcissism refers to a specific term named Narcissistic Personality Disorder that was introduced by a person name Heinz Kohut. Kohut believed that NPD was caused by the mind of human who think that they are worthy and the center of the universe (Thurschwell, 2000). However, the symptoms of NPD actually have been there since human were

kids. Those who fail to transfer their self-love will develop the symptoms of NPD that they already have since they were kids.

Narcissistic Personality Disorder is explained in Diagnostic Statistical Manual (DSM) V as one of the disorders. Campbell and Baumeister stated that there are three elements as a sign of NPD sufferer (Campbell & Baumeister, 2006). based on the theory, NPD has several symptoms, such as: Has grandiose sense of self-importance, Has fantasies of unlimited success, power, brilliance, beauty, and/or ideal love and life, Believe that she/he is special and unique or have higher social status, Requires excessive admiration,Has a sense of entitlement, lack of empathy, envious with others, shows arrogant and haughty behaviors.

Findings and Discussion

In the novel of *Starstruck* written by Lauren Conrad, Madison Parker, the main character of the novel, is described as the publicity of the main character of the Fame Game project. Conrad in the novel described Madison as an actress that always tries to prove that she is a glamor superstar. The researcher believed that as an actress that described as a very confident and arrogant actress, Madison Parker showed the symptoms of NPD. Thus, the researcher combined the theories and method of research that could led the researcher to find the exact quotations, dialogues, and narrations from the novel that showed Madison Parker suffered from NPD. The data found is considered in line with the theory of NPD and is able to show the existence NPD that suffered by the main character, Madison Parker, in the novel by Lauren Conrad.

According to Sigmund Freud, narcissism was a phase of development in someone's life and it happens when the person does not transfer his or self-love to other people or objects (Thurschwell, 2000). Narcissism refers to a specific term named Narcissistic Personality Disorder that was introduced by a person name Heinz Kohut. Kohut believed that Narcissistic Personality Disorder or NPD was caused by the mind of human who think that they are worthy and the center of the universe (Thurschwell, 2000). However, the symptoms of NPD actually have been there since human were kids. Those who fail to transfer their self-love will develop the symptoms of NPD that they already have since they were kids.

The researcher of this current research then used that definition from the theory of NPD by Sigmund Freud as well as the symptoms of NPD according to American Psychiatric Association (APA) that believed that there are 8 symptoms of NPD to analyze the data. By using those, the researcher found that the novel entitled *Starstruck* by Lauren Conrad has the materials of NPD that was suffered by the main character, Madison Park, in the story. The researcher was divided the analysis into 8 main points, according to the total of NPD symptoms. So that, the researcher analyzed the data based on the symptoms. The analysis and discussion were written below.

4.1 Grandiose Sense of Self-Importance

American Psychiatric Association (APA) in the book of Diagnostic Statistical Manual of Mental Disorder (DSM) that contains the explanation of all symptoms of all mental illnesses explained that there are 8 symptoms of Narcissistic Personality Disorder (NPD), and the first is the sufferer of NPD mainly has grandiose sense of self-importance (American Psychiatric Association, 2013). This symptoms can be seen through the behavior of the sufferer. When the sufferer has grandiose sense of self-importance, the sufferer will have some signs such as the sufferer will exaggerate his/her achievements and talents, with the aim of getting praise (American Psychiatric Association, 2013). Additionally, the sufferer who has grandiose sense of self-importance will always think that he or she is important, thus the sufferer may also show that he or she expects to be recognized as superior even if without commensurate achievements (American Psychiatric Association, 2013). Moreover, the sufferer who has this symptoms will always think that they are more important and superior compared to others (American Psychiatric Association, 2013). The researcher of this research found several proofs that showed how Madison in *Starstruck* showed her feelings of self-importance.

Datum 1

"But being quiet is boring," Gaby exclaimed. "I'm about to fall asleep over here." "Then talk," Madison said. "I just can't guarantee I'll listen." – page 119
(Starstruck, p.119, 2021)

In the novel, it was explained that Madison has a Fame Project with three people, which were Carmen, Gaby, and Kate. However, Gaby was a costar of Kate, even though Gaby lived in the same apartment as Madison. So, because they were met in the same project of Fame Project and lived in the same apartment, sometimes Gaby and Madison hangout together. One time, Gaby and Madison went to a quiet time, where they went to reflexology and massage. During Sven, the masseur, massaged them, they talked to each other. But suddenly, Madison did not have interest to listen to them. Madison then said to Gaby that initially they intended to have a quiet time, so it would be better for Gaby and Sven if they kept quiet. However, Gaby insisted that being quiet would be boring because she would sleep if they kept being quiet. Instead of respect Gaby who at that time accompanied her, Madison sarcastically even said that Gaby could still talking if she wanted to, but Madison could not guarantee that she would listen to her. It could be seen from the way Madison said *"Then talk," Madison said. "I just can't guarantee I'll listen.",* as written in the datum above. Madison showed her disrespect towards others, especially Gaby, even though Gaby was her friend who willingly accompanied her. In fact, the whole spa day that Madison got was all paid by Gaby as Gaby's effort to cheer Madison up. But, instead of thanked Gaby or respected her, Madison said that to Gaby. Madison did that because she always had the feelings that she was more important and better than anyone else, even though Gaby paid for her spa, Madison did not find a reason of why she would listen to an important person, like Gaby. American Psychiatric Association explained that the sufferer of NPD would show grandiose sense of self-importance, which allows the sufferer to always think that they are more important and superior compared to others (American Psychiatric Association, 2013). In the

datum above, Madison realized that she was more important and superior compared to Sven and Gaby, so she thought it would be fine for her to disrespect both of them, and even asked them to keep quiet. Therefore, the researcher of this current research believed that the datum above showed how Madison had a sense of self-importance.

Datum 2

"Madison glanced around the restaurant and once again caught the eye of the brunette server. A table of young men and women also kept looking in her direction. She held her head a little bit higher. "I'm not anonymous— I'm infamous. And fame is fame. Right?""

(Starstruck, p.136, 2021)

The datum above showed the conversation between Madison and her sister, Sophie. Sophie was also an actress, who at that time filmed a movie together with Madison. At that time, they discussed about the problem of Madison who lost her temper to Gaby at the shooting location. It then made Trevor, their boss and director, got angry to Madison and questioned Madison's commitment to the show. At that time, Sophie realized Madison's position who could get cut off by Trevor, she Sophie, as a good sister, said that Madison needed to apologize or her carrier could be ruined. Her sister also said that Madison should try to like her newfound anonymity if she had no effort to fix her problem. But, instead of listened to Sophie's suggestion, Madison said that *I'm not anonymous— I'm infamous. And fame is fame. Right?".* It could be interpreted that Madison knew she was important and famous, hence she had no fear to the possibility of the anonymity she could get, as what was stated by Sophie. In that quotation, Madison interpreted that she would not be anonymous, because she was infamous, and forever, the fame will always be fame. The DSM by APA believed that the sufferer of NPD who has grandiose sense of self-importance will always think that he or she is important, thus the sufferer may also show that he or she expects to be recognized as superior even if without commensurate achievements (American Psychiatric Association, 2013). In that datum, Madison showed that she is famous, and the fame would always be hers, even though actually what happened between her, Gaby, and Trevor could be the beginning of the destruction of her career. Madison refused to believe that Trevor at that time was considering Madison's commitment. Instead, Madison kept thinking that she would not lose her fame. The researcher saw that as the proof of how Madison expected to be recognized as famous and superior, even though at that time she had no commensurate achievements, as Trevor and Sophie got mad with her and might cut her off.

Datum 3

"Your career? What exactly is that again?" Madison's fork and knife clattered to the table. "You are so unbelievably selfish," she whispered.

(Starstruck, p.137, 2021)

In the datum above, the sister of Madison, Sophie, said that she did not want to film with Madison anymore. It was because Sophie saw Madison as an actress that had so many negative energy, and it made Sophie afraid that it could affect her career. Sophie needed to have a good image for her career, thus she needed to save her career and emotional journey by not filming with Madison anymore, because Sophie needed to be around people who had positive influence. However, Madison

insisted Sophie to help her career, show some empathy, and support her. Sophie explained her reason, related to her career, but Madison did not accept it. Instead, Madison underestimated Sophie by saying *"Your career? What exactly is that again?".* The researcher interpreted that quotation as the disrespect of Madison towards Sophie. Madison believed that she was the only one who had a good career that need to be saved, thus, in that quotation Madison meant "what careen do you mean?", because she did not see a career that needed to be saved from Sophie. The sufferer of NPD may show that he or she expects to be recognized as superior (American Psychiatric Association, 2013). In that datum, Madison wanted Sophie understand that she was superior and had better career, so Sophie needed to save her career. It made Madison underestimated Sophie and said that Sophie is selfish, because she had the grandiose sense of self-importance, where all people should help her because she was important and famous. Therefore, the researcher saw that quotation as the proof that Madison showed the grandiose sense of self-importance as the first symptom of NPD.

4.2 Fantasy of Unlimited Success, Power, Brilliance, Beauty, and/or Ideal Love and Life

The second symptom of NPD is the sufferer has the fantasies of unlimited success, power, brilliance, beauty, and/or ideal love and life. Through this symptom, the sufferer will show his/her fantasy about the unlimited success, power, brilliance, beauty, and/or ideal love and life that he or she thinks can make them becomes an important and powerful individual (American Psychiatric Association, 2013). The sufferer of NPD will think that they are capable and they must have the unlimited success or power, thus they always fantasize about the ideal life that they could get (American Psychiatric Association, 2013). In *Starstruck* novel, the researcher found several proof of this symptom, as explained below.

Datum 4

"The shouts from the crowd grew more deafening. Meanwhile the camera shutters kept clicking and the flashbulbs popped like fireworks around her. It was exactly the sort of chaos that she usually loved. Usually craved."

(Starstruck, p.11, 2021)

At the beginning of the story, it was told that Madison had been charged with theft, so she should go to the court for her case. When she was charged with theft, Madison, who always wanted to be a famous actress, directly hired a lawyer as well as an acting coach that could help her at the court and helped her to lie at the court so she could be free from the charge. After Madison's false confession in court, which she had previously practiced to tell a lie and false testimony with his lawyer and acting coach, Madison was taken to the car by her lawyer. Her lawyer offered to escort Madison to the car because there were several photographers and journalists outside of the court. Though Madison knew that the photographers and journalists tried to write bad about her case, she still tried to believe that they did not. She even made herself believe that the perp walk, which was referred to the perpetrator of a crime, was a new catwalk. Madison also could see the way the crowd grew

more deafening, where there were camera shutters that kept clicking and the flashbulbs that kept popping. The crowd, camera, and flashbulbs were actually aimed to get the news about Madison who got charged for theft. However, in that datum, Madison said that the situation and crowd she felt at that time was exactly the type of chaos that she usually craved and loved. Though the crowd at that time was for the negative news about Madison, Madison kept imagining and remembering the similar crowd that she usually craved and loved. The researcher interpreted that action as a sign that Madison always had imagination and fantasy about the unlimited fame and success. According to the DSM, the sufferer of NPD always fantasies about the unlimited success, power, brilliance, beauty, and/or ideal love and life that he or she thinks can make them becomes an important and powerful individual (American Psychiatric Association, 2013). In that datum, it could be seen that Madison fantasized the unlimited success and power through the way she remembered well the crowd that she had from her fans. Even though the crowd at that time was there for her bad news, Madison kept imagining that the crowd was the crowd she usually had from her fans. Therefore, the researcher agreed that the datum above showed the way Madison had fantasies about the unlimited success and ideal life, which was in line with the theory.

Datum 5

"She imagined that the shouts were coming from her fans, the ones who used to scream and beg for photos and autographs as she walked down the red carpet"

(Starstruck, p.11, 2021)

During the crowd of the photographers and journalists that was explained in datum 4, Madison kept walking down the steps but still got close with the security guards. People were screaming Madison's name, even though it was in the negative way. Many journalists and photographers kept taking photos and videos of her while asking about her theft case. The journalist from TMZ magazine, a reputable magazine, even asked to Madison about how is it feel like to be a convict. Yet, instead of felt ashamed and embarrassed, because she got that shameful theft case, Madison imagined that the shouts from the crowd, that actually asked about her case, was from her fans. Madison even tossed her hair and held her head high, did not look ashamed at all, because she imagined and fantasized that it was her fans who used to scream and beg for photos and autographs as she walk down the red carpet. Meanwhile actually, it was the journalists and photographers who screamed for questions and took pictures of the convict. The way the narration in datum five used the word "imagined" to describe the feelings of Madison during the crowd proved that Madison fantasized and imagined unreal things related to her success and fame. The second symptom of NPD, according to APA, is the sufferer has the fantasies of unlimited success, power, brilliance, beauty, and/or ideal love and life. In the datum above, Madison showed that she fantasized about her success and ideal life, which was being famous, even though at that time she was charged for an embarrassing case, which was theft. Hence, the researcher interpreted the datum above as the proof of Madison who fantasized about the ideal life and success, which was in line with the second symptom of NPD.

Datum 6

"Five hours ago, Madison might have fantasized about reaching out and touching one of those dimples. Or thought about running light kisses along his collarbone, or slipping her hand inside his shirt and feeling the warmth of his smooth skin."

(Starstruck, p.46, 2021)

The datum above happened when Madison was in the community-service business. She had to be there because of her theft case that happened before. Madison had to take care the animals in the animals care to pay what she did. There, Madison met a charming guy who stood quietly in the corner. The guy had light brown hair, sea-green eyes, and a body looked like a Greek deity's. At that time, Madison needed to work with others, including the hot guy in the corner, to clean the cage. When Madison alone and saw the hot guy leaned in the doorway, Madison directly greeted him while giving her hair a toss to attract the guy. Madison flirted to the hot guy and tried so hard to get to know him better. Not only that, Madison even imagined and fantasized to reach out and touch the dimples of the hot guy, who later Madison knew the name is Ryan. Madison also fantasized to kiss Ryan along his collarbone, and slipped her hand in his shirt. The narration of Madison's fantasy in datum 6 showed her fantasy and imagination about the hot guy, namely Ryan. When Madison saw a handsome guy, she directly imagined to have further relationship with the guy, she even imagined to touch the guy sexually. (American Psychiatric Association, 2013). The sufferer of NPD will think that they are capable and they must have the unlimited success or power, thus they always fantasize about the ideal life that they could get (American Psychiatric Association, 2013). As an actress, Madison always wanted to have a handsome boyfriend that suits her beauty. She fantasized to have a perfect boyfriend that could complete her ideas of a perfect life. Thus, the researcher interpreted the datum above as a proof of Madison having a fantasy of an ideal life and love.

4.3 The Belief that He or She Has Special and Unique Things or Have Higher Social Status

The third symptoms of the sufferer of NPD according to DSM by APA is the sufferer will have the belief that she or he is special and unique (American Psychiatric Association, 2013). The sufferer also can have the belief that she or he has higher social status compared to others (American Psychiatric Association, 2013). This symptom can be seen through the way the sufferer think that they are better and different (American Psychiatric Association, 2013). In other words, the sufferer believes that she or he is special and unique and can only be understood by, or should associate with, other special or high-status people or institutions. The researcher, after analyzed the novel, could find the proof of Madison showing the trait of this symptom.

Datum 7

"Madison held out the gloves. "These must be for stan, right? The guy with the arms? Because they're giant", Glory Smiled pertly. "Nope, they're for you. Try them on""

(Starstruck, p.42, 2021)

The datum above happened during Madison time in community-service as explained in datum 6. At that time, as had been written in datum 6, Madison needed to clean the cage. But, before that, Glory, one of the people at the community-service introduced Madison to other people that would work together with them. There were he forearms named Stan, the twins named Hazel and Ivy, and the raisin named Sharon. After they introduced themselves to one another, Glory gave Madison a duty as the court-ordered community service for Madison. Madison had to clean the cage, as what was instructed by the community-service business, so Glory gave Madison gloves. But, instead of thanked Glory, Madison got confused and made sure to Glory that the gloves were not for her, because it were so big. Madison asked whether the gloves were for Stan, because Madison saw Stan as a guy who had big arms, and the gloves were giant. But, turns out that the gloves were for Madison, not Stan. The researcher of this current research interpreted that the action and statement of Madison showed the way she wanted to be seen different. She wanted people to understand that she had beautiful and small hands, so she could not use the ugly and giant gloves. She even pointed that the gloves supposed to be used by Stan. The third symptom of NPD is the way the sufferer think that they are better and different (American Psychiatric Association, 2013). In the datum above, Madison thought that she was better and different, her hands were different as well, so the gloves were not made for her. Therefore, the researcher saw that datum as a proof that Madison fulfilled the third symptom of NPD.

Datum 8

""I have a lot of endorsements," she said. "Unlike some people." Her eyes darted towards Carmen"

(Starstruck, p.51, 2021)

As an actress of a project, namely Fame Project, Madison worked with other actress, who were Carmen, Gaby, and Kate. At that time, Madison had a conversation with Kate and Carmen while mixed a cocktail at the bar. During their conversation, they talked about their job. Carmen then said to Madison that she saw Madison's picture in *Life & Style* on the other day. Hearing that, Madison immediately became arrogant. She realized that she often appeared in a magazine and television, because even Carmen could see her picture. Realizing that, Madison nodded and crossed one slim-tan leg over the other, showing her arrogance. Then, Madison bragged that she had lot of endorsements. She interpreted that it was why Carmen could see her picture, because she had lot of endorsements. Added, she said that not many people could. The researcher of this research interpreted that statement as the way Madison thought that she was better and different. She compared herself to other people in a bad way. She believed that not all people could have lot of endorsement, even Carmen and Kate. The way her eyes darted towards Carmen after she said that showed that Madison wanted to tell Carmen that she also had more endorsement compared to Carmen. The third symptom of NPD is the belief that sufferer is special and unique (American Psychiatric Association, 2013). The sufferer also can have the belief that she or he has higher social status compared to others (American Psychiatric Association, 2013). The datum above showed that Madison had the belief that she was special and had higher status in the world of entertainment, because she got

lot of endorsements, compared to Carmen especially. Thus, the datum above showed that Madison had the third symptom of NPD.

4.4 Requires Excessive Admiration

The fourth symptom of NPD is the sufferer requires excessive admiration. The sufferer of NPD will always need excessive admiration and complement. It means that the sufferer feels happy when gets the admiration and gets angry when she or he is not admired (American Psychiatric Association, 2013). The sufferer will show the behavior that they need constant and continues admiration and complement.

Datum 9

"I want to show you talking about what really happened the morning after the premier," Madison crossed her arms and gazed at him, her blue eyes steely. "You know what happened. It's all over the news. I'm pretty sure you can read"

(Starstruck, p.81, 2021)

Trevor, as the boss and director of the Fame Project, always cared about the ratings of the program. One time, Trevor thought about the continuity of the program. At that time, Trevor thought that Madison could be a problem because she often did what she wanted, not what the director wanted. When Trevor thought and discussed about that with other crews of the project, Madison came in a chic little navy dress. Trevor told Madison that it was too bad Madison had to steal the necklace, which made Madison had a bad image. Hearing that, Madison acted as if she did not hear that. Madison then suddenly talked about her went to the premiere. Madison implemented that she was still famous, so that she was all over the news the morning after the premiere. Madison said "*You know what happened. It's all over the news. I'm pretty sure you can read"* while crossing her arms and gazed at Trevor. The act showed Madison arrogance towards her achievement. The way Madison said that with her body language, proved that Madison a little bit mad with Trevor, so she bragged her achievement with the purpose the get admiration from Trevor. The sufferer of NPD feels happy when gets the admiration and gets angry when she or he is not admired (American Psychiatric Association, 2013). The datum above showed the way Madison required admiration from Trevor about her career and got mad when Trevor talked about her mistake. The researcher then believed that the datum above showed that Madison fulfilled one of the symptoms of NPD.

4.5 Sense of Entitlement

The next symptom of NPD according to APA in the book of DSM is the sufferer will show and has the sense of entitlement. It means that the sufferer may show unreasonable expectations of especially favorable treatment or automatic compliance with his or her expectations (American Psychiatric Association, 2013). In other words, the sufferer will develop the sense where they feel like they deserve to get favorable or special treatment as well as receive the entitlement. The researcher could find the way Madison showed this symptom in *Starstruck* novel.

Datum 10

""No way", Madison said. "You can't make me do that", Glory looked up, her eyes glittering. "Oh, but yes, my dear, I can. This is your court-ordered community

service. You can either clean those cages, or you can go back to the judge and see what other punishments he can find for you. I hear they need people at the morgue.""

(Starstruck, p.45, 2021)

As has been explained in datum 6 and 7, Madison needed to do the community service to pay for what she did, which was stealing a necklace. Because of the theft case she underwent, Madison needed to undergo the community service. Thus, one time, Madison was asked to clean all the animal cages at the animals care. But, when she heard that, she got mad and remained motionless for a minute. She then found Glory at the front desk and told Glory that it was impossible for Glory to make her do that. Madison did not accept and believe that she should clean the dirty cages of the animals, she then said to Glory that Glory could not make her do that. Madison knew that she was an actress, even though at that time she should follow the community service, however, she did not believe that as an actress she needed to clean the dirty cages. Though Madison did not accept that, she still needed to do that because it was her court-ordered community service. The researcher of this researcher then concluded that Madison always believed that she had entitlement as an actress, where she deserved favorable and special treatment, and cleaned animal cages was not one of them. APA believed that the sufferer of NPD may show unreasonable expectations of especially favorable treatment or automatic compliance with his or her expectations (American Psychiatric Association, 2013). The datum above showed and proved that Madison expected to not clean the cage, because she expected favorable treatment with her expectation as an actress. However, she got mad at the end because she could not get the entitlement she hoped. So, she still needed to clean the cage like everyone else. Considering that, the researcher saw that quotation as a proof that Madison did have a sense of entitlement.

Datum 11

Madison sat upright suddenly, wrapping the sheet around her body and brushing Sven's hands away. "You know what? This isn't what I signed up for. I give you guys everything. I ask for this one little thing to be left alone, and you can't do it"

(Starstruck, p.122, 2021)

The datum above happened during the time Madison got a spa day with Gaby, as explained in datum 1. At that time, Gaby aimed to cheer Madison up because of the theft case happened to Madison. But instead, during spa, they talked about the case happened to Madison. At that time, they talked about the hate comments Madison got in social media. Because of that, Gaby showed her sympathy to Madison. Yet, instead of thanked Gaby, Madison did not care about what Gaby said. After their tense conversation, Madison got mad and frustrated by how everyone, in Madison's opinion, could not give her the entitlement she deserved. Madison said that that was not she wish for, she really got frustrated by how everyone could not left her alone, though it was the only thing she asked for after gave everyone everything. The researcher of this current research interpreted that statement as the proof of Madison who asked everyone for her entitlement. Madison thought that she did everything so she deserved an entitlement from everyone. The fifth symptom of NPD explained

that the sufferer will have unreasonable expectations of especially favorable treatment or automatic compliance with his or her expectations (American Psychiatric Association, 2013). In the datum above, Madison expected favorable treatment from other people as a feedback of hers who had given everything.

4.6 Lack of Empathy

The sixth symptom of NPD according to APA is the lack of empathy that the sufferer shows. It can be defined as the unwillingness of the sufferer to recognize or identify with the feelings and needs of others (American Psychiatric Association, 2013). In other words, the sufferer refuses to understand and recognize other people's feelings. Hence, the sufferer can be seen as a heartless person. The researcher of this current research could find the proofs that Madison showed this symptoms in the novel.

Datum 12

"I apologized to Gaby already. I mean, getting mad at her for being dumb is like getting mad at the sky for being blue."

(Starstruck, p.136, 2021)

In the datum Above, Madison had a conversation with her sister. At that time, they talked about Madison's problem with Gaby at the shooting location. It happened because Gaby did a mistake, and Madison lost her temper when she saw that. Instead of telling the right way to Gaby, Madison got mad and mocked her in front of everyone. Seeing her partner did a mistake, Madison did not show her empathy, instead she mocked and swore at her. APA explained that the lack of empathy, as one of the symptom of NPD, is defined as the unwillingness of the sufferer to recognize or identify with the feelings and needs of others (American Psychiatric Association, 2013). In the datum above, Madison showed that she had no willingness to understand Gaby's feelings, instead she said that "*getting mad at her for being dumb is like getting mad at the sky for being blue."* The researcher interpreted that sentence as a proof of Madison did not show any empathy to Gaby for making a mistake. Madison said that Gaby was dumb and it was fine to get mad to her. The researcher saw that as a proof that Madison did not show any empathy, even though the person hurt with what Madison did. Hence, Madison fulfill the symptom of lack of empathy. Though Madison apologized to Gaby, she did not feel guilty and show any empathy to Gaby.

4.7 Envious With Others

The next symptom of NPD is the sufferer will get envy to others. APA explained that the sufferer of NPD often envious of others and believes that others are envious of him or her, it is because they always want to be the best (American Psychiatric Association, 2013). In other words, the sufferer cannot stand seeing other people get something or achieve something, but when the sufferer gets or achieves something, the sufferer will also think that everyone gets jealous of them. The researcher of this research found the proof of Madison showed this symptom.

Datum 13

"Madison scoffed. "Weren't you the face of that zit cream a couple of years back, Carmen? Of course, that wasn't so much an endorsement as it was a testimonial, because no one had any idea who you were without your mom by your side.""
(Starstruck, p.51, 2021)

Carmen and Madison was a friend in the same project, which was Fame Project. But, even though they were in the same project, Madison could not show her respect towards Carmen. It was shown through the way Madison talked to Carmen. One day, Madison bragged about her lot of endorsements. Not stopped there, Madison mocked Carmen by saying that Carmen did not get lot of endorsements, and when she got an endorsement of zit cream, she got that with the help of her mom. The way Madison sarcastically said that Carmen could not get many endorsements, and when she did she got that because of her mother, showed that Madison could not be happy for other people's happiness. The researcher interpreted Madison's action as the proof that Madison got envy when other people achieved something, even though Madison also had her own achievement. Madison could not be happy for other people's happiness. The sufferer of NPD often envious of others and believes that others are envious of him or her, it is because they always want to be the best (American Psychiatric Association, 2013). The datum above showed that Madison got envy with Carmen's achievement, and she showed that by mocking Carmen.

4.8 Shows Arrogant and Haughty Behaviors

The last symptom of NPD is the sufferer will show the arrogant and haughty behaviors. APA explained that the sufferer easily get angry and mad whenever something happens beyond their control and want (American Psychiatric Association, 2013). Not only that, the sufferer will often be arrogant and haughty to other people. Madison showed that she was arrogant and haughty through the proof in the novel, as written below.

Datum 14

""Were you exercising in here?" she asked bluntly. Trevor smiled. "What makes you ask that?" She wrinkled her nose. "It smells like you were""
(Starstruck, p.80, 2021)

Madison is an arrogant, haughty, and rude person. It could be seen from the way she treated and talked to other people. One time, Madison wanted to exercise, so she went to a room to exercise. When she entered the room she met Trevor and asked whether Trevor exercised there or not. When Trevor answered with yes, she directly wrinkled her nose and answered that it smelled like Trevor were. The researcher interpreted that action as the proof that Madison being arrogant. Her statement could be interpreted that she said that the room was smell bad because Trevor was there. It showed that Madison was being arrogant and could not respect other people well, in that case her boss, Trevor. It is believed that the sufferer will often be arrogant and haughty to other people (American Psychiatric Association, 2013). It is in line with what Madison did to Trevor in the datum above.

Conclusion

The researcher concludes that the main character of *Starstruck* Novel by Lauren Conrad is identified as the person who has mental problem which is NPD or Narcissistic Personality Disorder. this proven by the behavior of Madison as the main character in *Starstruck* Novel described by the author trough the quotation and the narration from the novel. The behavior of the main character Madison supported by the theory that used in this research, which is Narcissistic Personality Disorder, the theory that founded by father of psychology Sigmund Freud. According to Sigmund Freud, narcissism was a phase of development in someone's life when the person does not transfer his or self-love to other people or objects (Thurschwell, 2000). in this study, the researcher had found the behaviors of Madison as the main character in this Novel as the symptoms of her personality disorder based on the theory. in NPD theory, there are several symptoms that as the portrayal of the person who suffering Narcissistic Personality Disorder, such as: 1. Has grandiose sense of self-importance. 2. Has fantasies of unlimited success, power, brilliance, beauty, ideal love and life. 3. Believe that she or he is the special and the unique or have higher social status. 4. requires excessive admiration. 5. has sense of entitlement. 6. lack of empathy. 7. Envious with others. 8. Shows the arrogant and naught behavior. those symptoms are happened to the main character Madison, seen by the quotation from the novel that written by Lauren Conrad it self. the author give the picture of those activities directly from the words that produced by the characters inside the novel.

this study is nearly related to the findings of the previous study number two that entitled Narcissism in Paula Hawkins' Novel The Girl On The Train by Roisiah, Ihsan & Wijayadi (2021). This study focuses on the narcissistic disorder of one of the main characters named Megan Hipwell in the novel *The Girl on the Train* by Paula Hawkin. The analysis was carried out by applying psychoanalytic theory, in narcissism, which is the most common mental disorder among members of society. This analysis aims to find illustrations and evidence from the main character in the novel The Girl on the Train to describe narcissism disorder. In this study it was found that the main character suffers from narcissistic disorders, such as a large ego, excessive self-confidence, exploitation of interpersonal relationships, arrogance, and lack of social awareness. The trigger is rationalization and projection.

At the end, the researcher concludes that *Starstruck* novel by Lauren Conrad as the portrayal of the case Narcissistic personality disorder. This novel as the way to see the behavior of the person who has NPD in literary work. perhaps, this research could help the future researcher to conduct the research with the same topic and this paper could help people to give more knowledge about Narcissistic personality disorder in society.

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The Effect of Exercise Using Resistance Bands on Backhand and Smash Results in PB Patriot Yosomulyo Metro

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Abstract

The purpose of this study was to determine the effect of resistance bands on the results of backhand and smash on Pb. Patriot Yosomulyo Metro And to find out how big the influence of Resistance bands on Backhand and Smash Results on Pb. Patriot Yosomulyo Metro. This study uses descriptive statistical quantitative methods. The subjects used in this study were Pb. Patriot Yosomulyo Metro. In this study, the researchers made 1 group, namely the experimental group, the pretest was carried out before the posttest was given after the treatment was given. Thus the player gets the results from the Pre-Test and Post-test obtained on the Test Instrument, namely: Backhand Skills The average value of the initial test is 33.40 and the average value of the final test is 59.10. The amount of increase in backhand accuracy is 514 points or 23% . And Smash skills The average value of the initial test is 8.40 and the average value of the final test is 14.05. The magnitude of the increase in the accuracy of Smash is 113 points or 5%. The results of the normality test obtained the Kolmogrov-Smirnov significance value on the pretest-posttest Backhand PB players. Patriot of 0.200>0.005 (significant). And the problem is 0.200>0.05 (significant). And for the homogeneity test, the significance value of the research data is Backhand of 0.057> 0.05 and for Smash 0.211> 0.05 (homogeneous). From the sample T test, it is known that the significance is Backhand 0.000 <0.05 and Smash 0.000 <0.05. So the conclusion is that there are significant differences in learning outcomes before being given treatment and after treatment using resistance bands.

Keyword Sports, Resistance bands Training, Badminton

Introduction

Education is the most important part of every human life. In global education, various kinds of knowledge are taught, both formal and non-formal education(Abduljabar, 2011). Physical education is basically an integral part of the overall general education covering various life problems, efforts to improve the physical and mental growth and development of students. Sport grows and develops in various forms and ways of implementation, organization and goals according to its own focus. There are four goals to be achieved in carrying out sports activities, namely: (1) Recreational sports which emphasize more on physical and mental health (2) Competitive (competitive) achievement is more emphasized on competitive activities and achievements (3) Sports education emphasizes educational aspects where sport is included as a subject. So that the educational goals proclaimed by the government can be achieved through sports, and (4) physical exercise that emphasizes physical improvement, so that fitness increases and can be carried out well in daily activities (Budiwanto, 2012).

Badminton is a very popular game in the world and also in Indonesia. In addition to maintaining fitness, badminton can also make Indonesia proud on the world stage. To become an excellent badminton player, one must master the technical and other complementary factors. Practice is very important to improve player performance (Fransisca, 2012). According to Bompa (2000), coaching is generally defined as a systematic process of repetitive and progressive training, with the ultimate goal of improving player performance. Resistance bands are rubber training equipment that is useful for adding weight to exercises performed for endurance or resistance training, Resistance Bands can also strengthen muscles, while Resistance bands are thin and light can be easily stretched, these resistance bands can be used to train small muscle groups (Fenlampir, et.al. 2015). Examples include triceps, biceps, and back muscles (with exercises such as triceps extension overhead).

Theory and Method

This study uses experimental research (Sugiono, 2019), this method is used to determine whether there is an effect of the treatment carried out with the training model using resistance bands on the results of backhand and smash in badminton games. In this case, what is being studied is the influence of the Resistance band on the accuracy of Smash and backhand service.

Findings and Discussion

This research was conducted on 12 May -9 June 2022. The subjects in this study were PB players. Patriot Yosomulyo Metro, totaling 20 students. The results of this study aim to determine. What is the effect of training using resistance bands on the

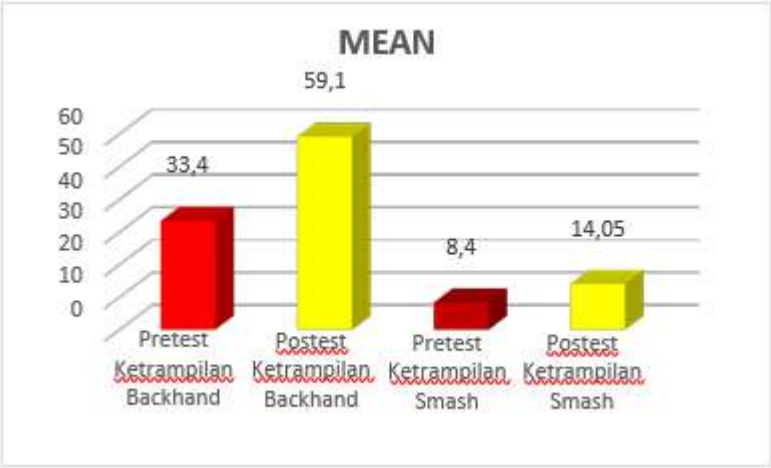
results of badminton backhand and smash on PB Patriot Yosomulyo Metro. The results can be seen in the following table:

No	N	Minimum	Maximum	Mean	Std. Devation
Backhand Skill	20	14	70	33,40	14,453
Backhand Skill	20	20	87	59,10	16,261
Smash Skill Pre-	20	4	24	8,40	4,650
Smash Skill Prost-	20	7	30	14,05	5,346
Valid N (listwise	20				

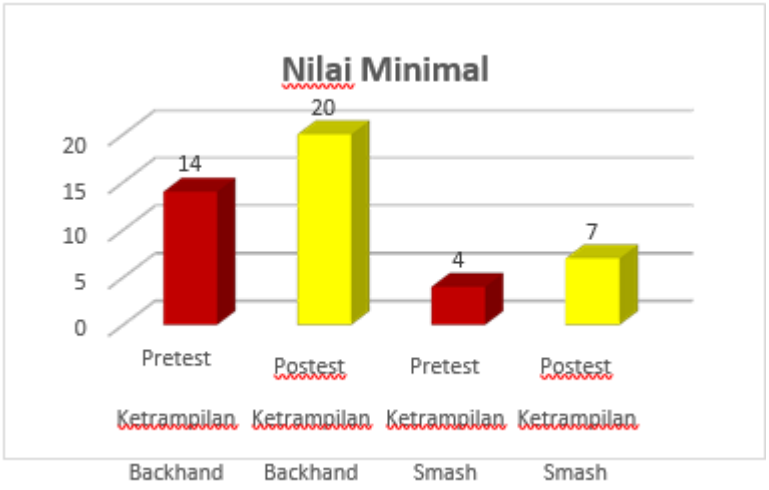
From the data above, the average score of Backhand skill pretest is 33.40, the average posttest value is 59.10 and the average smash skill pretest is 8.40, the post-test average value of smash skills is 14.05. Then the standard deviation value for the Pretest for Backhand skills is 14,453, the standard deviation for the Posttest for Backhand skills is 16,261. And the standard deviation value of the Smash skill Pre-test is 4.650, the standard deviation value of the Smash skill Posttest is 5.346. Then the minimum score for the pretest for Backhand skills is 14, the minimum score for the posttest for Backhand skills is 20. And the minimum score for the pretest for Smash skills is 4, the minimum score for the posttest for Smash skills is 7.

Backhand is 87. And the maximum pretest value for Smash skills is 24, the maximum posttest value for smash skills is 30, and will be explained in the following diagram:

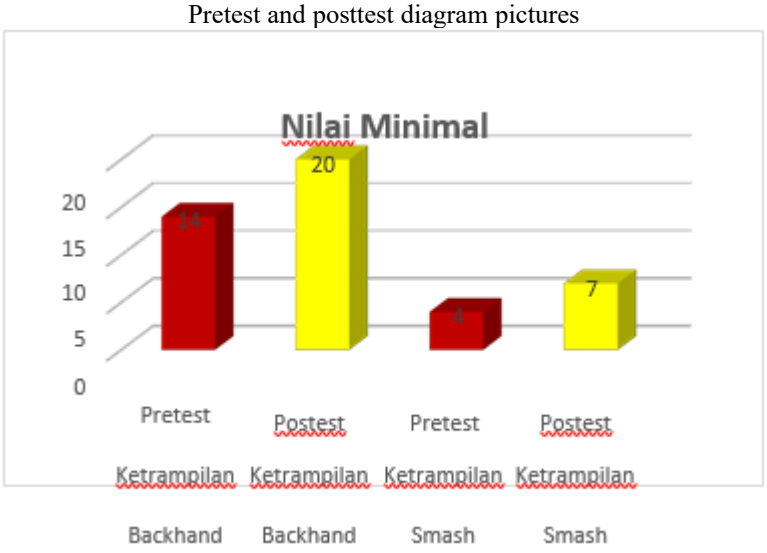
Pretest and posttest diagram pictures



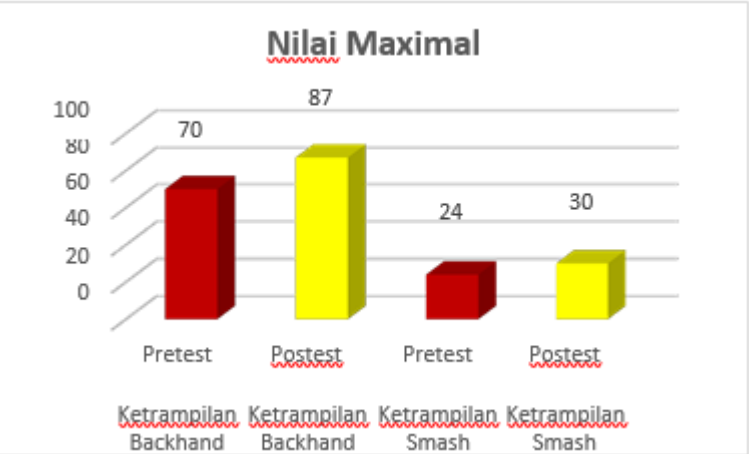
Pretest and posttest diagram pictures



Pretest and posttest diagram pictures



Pretest and posttest diagram pictures



Prerequisite Test

1. Normality Test

The normality test aims to ensure that the data obtained are normally distributed, i.e. the distribution of numbers is mostly in the middle, and the farther to the right or to the left, the smaller the distribution of numbers so that it resembles a bell or curve. it must be fulfilled by the researcher that the analyzed data must be normally distributed, for that it is necessary to do a normality test which is nothing but actually conducting a test of the normal distribution of the data to be analyzed. P value > 0.05 then the data is normal, but on the contrary if the results of the analysis shows a p value < of 0.05 then the data is not normal. According to Ghozali in Suryani (2019), the normality test is to find out whether the research data is normally distributed or not, the data normality test is one of the conditions that must be carried out so that testing in parametric statistics can be fulfilled, below can be seen using the following table:

Test of Normality				
One-sample Kolmogrov-Smirnov Test				
	P	N	Sig.	Keterangan
Pretest Ketrampilan Backhand	0,106	20	0,05	Normal
Postest Ketrampilan Backhand	0,200	20	0,05	Normal
Pretest Ketrampilan Smash	0,123	20	0,05	Normal
Postest Ketrampilan Smash	0,200	20	0,05	Normal

The results of the Normality test above obtained a significance value of One-sample Kolmogrov-Smirnov Test on the results of the exercise using Resistance

bands with the backhand Posttest result of 0.200 and on the results of the exercise using Resistance bands with the Smash result of 0.200. Figures sig. The one-sample Kolmogrov-Smirnov is higher than the sign level. That is 0.05, it shows that the two groups are normally distributed.

2. Homogeneity Test

Test Of Homogeneity of Variance					
	Levane statistic	df1	df2	sign.	Keterangan
Pretest - Postest Backhand	3,313	5	9	0,57	Homogen
Pretest - Postest Smash	1.859	4	8	0,211	Homogen

The results of the homogeneity test above obtained that the significance value of the Backhand pretest-posttest research data was 0.57. As the basis for decision making in the homogeneity test if the significance value is > 0.05, then the data distribution is homogeneous. And the significance value of the Smash pretest-posttest research data is 0.211 the basis for decision making in the homogeneity test if the significance value is > 0.05, then the data distribution is homogeneous:

3. T . test

Paired Smaples Test

	Backhan d	Mean	Std Deva-tio n	Std. Error Mean	95 % Confidence Interval of te Didderence		t	df	Sig. (2-tailed)
					Lower	Upper			
Hasil pre-test- postest Backhan d dan Smash		-26,70	17,190	3,844	-34,745	-18,655	-6,946	19	0,000
			Std Devatio n	Std. Error Mean	Confidence Interval of te Didderence				Sig. (2-tailed)

	Smash	Mean			Lower	Upper	t	df	
		-,5650	1,954	0,437	-6,565	-4,735	-12,931	19	0,000

From the t-test with SPSS, it is known that the significance value is 0.000, meaning <0.05. So the conclusion is that there is a significant difference between the pretest - posttest backhand and smash.

Conclusion

Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that:

1. There is a significant effect of training using Resistance bands on the results of backhand accuracy in PB. Patriot Yosomulyo Metro, with t count 6.946 and t table 2.093 with a significance value of 0.000 < 0.005. The increase in backhand accuracy after being given using Resistance bands is 23% or 514 points.
2. There is a significant effect of training using Resistance bands on the results of smash accuracy on PB. Patriot Yosomulyo Metro, with t count 12,931 and t table 2,093 with a significance value of 0.000 < 0.005. The magnitude of the increase in the accuracy of backhand strokes after being given using Resistance bands is 5% or 113 points.

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20th Century African-American Women's Self-Esteem Reflected in Maya Angelou's Selected Poems

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Abstract

This paper examines the views of "Maya Angelou's Ideas on 20th Century African-American Black Women's High Self-Esteem Reflected in Selected Poems". This research discusses the problems experienced by black women in America which written from her point of view. Maya Angelou discusses the self-esteem of African-American women in the poem and discusses womanishness. The use of the feminism theory because this theory related to the struggle process of black women in America. This research implemented a descriptive qualitative method as it is more suitable to analyze the data. Moreover, the reason behind why the researchers used this method is because the researchers had no control. Over the data qualitative research methods originally from social sciences the purpose is to support the researchers to study social and cultural This method was employed because the research data was described to see the uniqueness of each datum, then analyzed and interpreted objectively.The main discussion in the poem relates to the struggle of African American women out of oppression which not justify the oppression of African American women. Some points of view that feminism tends to make women have the feeling to love fellow women so that they can struggle with the oppression experienced by women. Which it has carried over this day, that twentieth century African-American women are having high self-esteem.

Keywords: Maya Angelou, High Self-Esteem and Feminism.

Introduction

Literature can be defined as a work that has a beauty within it that comes from aspects of human life. Literary works produced by humans who have deep feelings therefore produce literary works born from the author's imagination. Jones gives the opinion that literary works are born from the imagination of the author (Jones, 2010). On the other hand, the literary work is a picture that is poured out by the authors to describe the world in his life. In literary works created from the author's imagination is the reality of human life and the author's expression in conveying his ideas and thoughts. The element of beauty contained in literary works makes reader

want to read them. There are several types of literary works in this world, namely: Drama, Novel and Poetry. The idea of the poet follows as a medium to express certain perceptions, feelings, and thoughts.

Based on (Patterson, 2004) argues that black or African-American women have high self-esteem that is not inferior to white or European-American women. Factors that influence the self-esteem of black women in America stems from the support of social movements and also their families. With actions that show their pride in being black women. Many figures are the reason for this, one of which is Maya Angelo, a famous poet from African-American circles. Many of the literary works written by Maya Angelou are expressions of her pride as a black woman. A poem that tells a lot about the acts of discrimination experienced by black people in America but still always strives for a better life. Maya Angelo has often spoken out for equality and for the work she does on behalf of black women in America in general.

It can be seen from her background that Maya Angelo is a talented person and has several jobs such as poet, novelist, educator, actress and film producer. Each important actions by Maya Angelo as African-American civil rights activists who represented their voice for equality as Americans. It can be seen in the work written by Maya Angelo that describes feminism, discrimination, racism and segregation against African-Americans. In writing her poetry, she uses a Feminism approach that reveals the discrimination, racial and segregation experienced by black women in America. Some of Maya Angelo's poems that reflect African-American women who have self-respect are *Ain't That Bad, Still I Rise, and Weekend Glory*. In accordance with the title of this research, the researchers will describe the feminism that Maya Angelou puts in her work by using a historical and biographical approach related to the history of discrimination at that time received by black African-American women. This study will suggest that black women have High Self-Esteem.

The term womanism was first put forward as a theory and understanding used to describe the struggle of black African-American women against discrimination. Womanish, which is considered as a reflection of the despair experienced by black women, is used as a means of expressing objections to the exclusive rights obtained regarding feminist white women. In this case, it creates a paradigm in the community that will include values that are important to them. Womanish evolved into a greater form of political activism for black women from America's ethnic minorities. According to Walker **"**The term "Womanism" used by Walker to describe her commitment to ending the oppression of woman. A womanist loves woman and woman culture. A womanist is concerned to assert woman identity and independence own their terms, being womanist involves waiting to know more and in greater depth than is good for one (p.228)" (Madsen, 2000)**.**

In the definition of self-esteem which comes from some of the effects of good or bad feelings about ourselves and how we evaluate ourselves as favorable or unfavorable for the future of our own lives. The process of self-esteem relates to the types of behavior a person does in dealing with a problem. On the other hand, people have high self-esteem in the face of stress that arises from any problems faced, so that a person gets less negative health effects. People who have high self-esteem tend to experience fewer negative emotions and experience less depression. (McGill, 2017)

There are some elements in poetry that makes the poetry be a beautiful art work. Those elements can-not be separated each other. (Kennedy, 1983) there are several elements in the poetry. They are tone, form, language, and sound. However, in literature imagery means to use figurative language to represent objects, actions and ideas in such a way that it appeals to our physical five senses. (Cross, 2016) an image is a language use in such a way as to help us to see, hear, feel, thing about or generally understand more clearly or vividly what is being said or the impression.

The reason behind Maya Angelou in writing poetry is that her life experience is so difficult that she has experienced discrimination as a black woman and made social conditions in her community which is very important to be discussed to find out the struggles and changes experienced by black women which are described in the following poem: *Ain't That Bad, Still I Rise, And Weekend Glory*. In this thesis, the researcher wants to know the High Self Esteem represented by the three poets by Maya Angelou. The title of this research is "Maya Angelou's Ideas about High Self-Esteem of African-American Women Reflected in several poems such as: *Ain't That Bad, Still I Rise, And Weekend Glory?*

Theory and Method

Research design is a form of strategy to answer research question using some formulated steps to execute available data to produce some desire results. Qualitative descriptive research method is used by the researcher to complete the analysis. The use of qualitative descriptive research method means this study attempt to collect the data in the form of words or interpretations, which this study is attempt to show and reveal the ideas of African-American women's self-esteem as portrayed in the selected poem by Maya Angelou. Since, this study considered as a textual analysis, the researcher will use fully the descriptive qualitative method. Thus, the researcher chooses qualitative description research method is to make researcher can explain the problem solving based on the interpretations and descriptions.

Findings And Discussion

In analyzing each poem the writer describes, its imagery and figurative language and the last analyzes the Self-Esteem in every poem. So, the analysis can be described as follows:

The Analysis Figurative Language of *Ain't That Bad* by Maya Angelou

Simile

Simile and metaphor are both used to compare unlike things. However, simile is indirect comparison and metaphor is direct comparison.

Black like the hour of the night
When your love turns and wriggles close to your side
Black as the earth which has given birth.
To Nations, and when all else is gone will abide.
Bad as the storm that leaps raging from the heavens

Bringing the welcome rain
Bad as the sun burning orange hot at midday lifting the waters again. (Line 24-29)

In Line "*Bad as the sun burning orange hot at midday"* comparing the difficult life experienced by black people such as the very hot and hot day conditions that can be described in this line has a very deep meaning because it describes the difficulties that experienced by blacks in the dark history of American society which is full of a history of racism and slavery by Whites to Africans living there. In Line "*Black like the hour of the night"* the meaning of word *night* itself is ta sadness, thus it portrayed the deep sadness of Maya Angelo's poem inspired by her difficult life as a black woman in America. In line "*Bad as the 'storm' that leaps raging from the heavens"* take the words storm that it means something destructive which make the around in the mess. So, it can be represented the ugliness they experienced is said to be like lightning coming from a surge. The author can take the whistle that lightning is a picture of such a bad fate.

Analysis Imagery in The Poem *Ain't That Bad* by Maya Angelou

Visual Imagery

Visual imagery is an imagery which relates to the visual imagination and it is a kind of imagery that appears mostly in the poem because almost words represented in the poem are basically seeable. Sometimes, that seen in the mind eye which called by sight effect.

Hearin' Stevie Wonder
Dance on, Alvin Ailey
Talk, Miss Barbara Jordan
Groove, Miss Pearlie Bailey.

Now ain't they bad?
An' ain't they Black?
An' ain't they Black?
An' ain't they bad?
An' ain't they bad?
An' ain't they Black?
An' ain't they fine?

In this poem Angelou makes the speaker describes and reveals the common stereotype; a vivid representation that reduces a person to a set exaggerated, usually negative, character traits and is thus a form of representation that essentialist others through the operation of power (Barker, 2004: 187) toward black.

African-American Woman's Self-Esteem in the Poem "*Ain't That Bad*" by Maya Angelou

From the analysis of Figurative Language and Imagery in the Poem "*Ain't That Bad"* by Maya Angelo above the writer concluded about the life of African-Americans whose lives are very difficult because there are many experience racism, getting bird prejudice by white people who have a higher status in the life of American society which many practices of slavery by people by white People in the past. That is what Maya Angelo wants to change through the poems she wrote. In the poem many raise the issue of the struggle of black people in America, especially to black women also have the same right to success in life.

The Analysis of Poem *Still I Rise* by Maya Angelou

In *Still I Rise*, there are many symbols used by the speaker to understand the implicit meaning. The writer assumes that the word of "I rise" is a symbol of strength. That word indicates the strength of the speaker to remain strong and stand among the people who don't like her.

Analysis Figurative Language in the Poem *Still I Rise* by Maya Angelou

Symbols

A symbol is a sign which refers to the object that denotes by virtue of a law, usually an association of general ideas, which operates to cause the symbol to be interpreted as referring to that object.

In this poem Maya as the speaker and poet also tries to describe her condition through figurative language. In this poem, the writer finds symbols of happiness like oil wells, gold minds and diamonds.

'Cause I walk like I've got oil wells
Pumping in my living room

The speaker tells us that she has oil wells in her living room. The writer indicates that the speaker uses oil wells to shows her wealth. Oil is one of expensive things. The speaker uses "oil" to show the readers that she is a rich woman. She shows that she is a rich woman through the way of her walk. When she walks, she appoints her chin, bravely to look at all people, and her body is sturdy.

Analysis Imagery in the Poem *Still I Rise* by Maya Angelou

Visual Imagery

Visual imagery is an imagery which relates to the visual imagination and it is a kind of imagery that appears mostly in the poem because almost words represented in the poem are basically seeable**.**

I'm a black ocean
leaping and wide
Welling and swelling I bear in the tide. (Line 9-11)

In the eighth Line, the speaker uses visual imagery to invite the readers to imagine her life and to know who she is and how she lives. She shows her identity as a Black woman. “I'm a black ocean, leaping and wide, welling and swelling I bear in the tide”. In this sentence, the speaker shows her identity clearly.

African-American Women’s Self-Esteem in The Poem “*Still I Rise”* by Maya Angelou

From the analysis of Figurative Language and Imagery in the Poem *“Still I Rise”* the writer concluded that it has been explained that black woman can achieve success with effort and perseverance in striving. In the second poem Maya Angelo also describes the rise of black people from a low position in the life of American society to have equal rights. Many symbols of success are written in this poem. The symbol that is reflected in this poem, for example, is the Oil Well which symbolizes prosperity because oil has a high price and is a very important source of energy in this world.

The Analysis of the Poem *Weekend Glory* by Maya Angelou

“Weekend Glory” displays African-American woman’s capability to be grateful for her life no matter of her condition she has faced. Through this poem, the speaker tries to show her point of view about the lifestyle of white people which she considers artificial and ungrateful.

Figurative Language in the Poem Weekend Glory by Maya Angelou

Metaphor

Metaphor is the use of a word or group of words not with its true meaning, but as a painting based on similarities or comparisons.

My life ain't heaven /
but it sure ain't hell /
I’m not on top /
*but I call it swell**”** (lines 44-47)*

Through the metaphor on these lines, the speaker attempts to compare her life with heaven and hell. The phrases “*My life ain't heaven*” (line 44) and “*but it sure ain’t hell*” (line 45) shows that the speaker does not have a perfect life, but her life is as good as she wants to be. She reveals that she does not live in order to satisfy the others, which is the right way to live.

My life ain't heaven
but it sure ain't hell.
I'm not on top
but I call it swell

if I'm able to work
and get paid right
and have the luck to be Black on a Saturday night (Line 42-48)

The symbol of Positive Thinking and Self-Esteem for not giving up in difficult conditions and remaining enthusiastic is depicted in Line 42-43 in the poem's quote explaining that life in this world, no matter how difficult it is, even though you have to keep the spirit. Even though in reality this life is not like in heaven which is full of happiness and also this world is not like in hell which is full of suffering. In this world is a struggle that we will experience difficulties and we will also get happiness if we keep trying to achieve what we hope for.

Analysis Imagery in the poem Weekend Glory

Visual Imagery

Visual imagery is an imagery which relates to the visual imagination and it is a kind of imagery that appears mostly in the poem because almost words represented in the poem are basically seeable.

"*Weekend Glory*" consists of fifty-one lines divided into eight Lines. However, each Line does not have the same number of lines. Each Line tells about the chronology of white people's lifestyle compared to the speaker's way of life.

Some dichty folks /
don't know the facts, /
posin' and preenin' /
and putting' on acts, /
stretchin' their necks /
and strainin' their backs" (lines 1-6)

In the first Line of this poem, the speaker displays her pride and power that she has a better life rather than the one who oppressed and discriminated her.

African-American Woman's Self-Esteem in The Poem *Weekend Glory* by Maya Angelou

From the analysis of Figurative Language and Imagery in the Poem *"Weekend Glory"* the writer conclude that Maya Angelo compares her life with a surge and hell, it explains the difficulties and happiness that can still be found in her life. The difficulty that is intended is the difficulty in his unsuccessful period that still receives bad treatment and discrimination by white people. Previously, Maya Angelo became a famous person, she used to be a servant and other rough jobs, but she has the belief that her life, although not as happy in heaven, is not as full of suffering as in hell. Maya Angelo believes that every difficulty but it must be happy.

Conclusion

Based on the findings of this study, the researcher concluded several main points that answer the two research questions of this study. The researchers also concluded some additional points related to the findings. The Woman Self-Esteem which are in three poems written by Maya Angelo that have been completed.

In the first poem, *"Ain't That Bad*", the poem refers to an expression that provides information about the difficult lives experienced by Maya Angelo and black women in America, but they can struggle and be successful. In the above analysis as the author connects Maya Angelo's condition in the real world through Autobiography and expression in poetry. In the poem many information about the issue of the struggle of black people in America, especially so that black women also have the same right to success in life. Many motivations are conveyed in Maya Angelo's poetry which reflects Maya Angelo's struggle to become a very famous Poet and become a Director in the Film world in America. The self-confidence or Self-Esteem shown by Maya Angelo is reflected in one of her poems entitled: "Ain't That Bad" in the poem describes that, black women have great energy, desire, and resemblance to white women.

In the second poem *"Still I Rise"* it has been explained that black women can achieve success with effort and perseverance in fighting. In her second poem Maya Angelo also describes the rise of blacks from a low position in American society to having equal rights. Many symbols of success are written in this poem. The symbol reflected in this poem is such as the Oil Well which symbolizes prosperity because oil has a high price and is a very important source of energy in this world. Angelo, a successful and wealthy black woman, caused whites to recognize her and him and walk upright despite being surrounded by whites.

The last Poetry *"Weekend Glory"* the writer concludes that Maya Angelo compares her life to waves and hell, this explains the difficulties and happiness that can still be found in her life. The difficulty in question was the difficulty in his time of failure that still received bad treatment and discrimination by white people.

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Understanding Main Character and Characterization in Victoria Aveyard's *Red Queen*

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Abstract

Red Queen is a fantasy novel by Victoria Aveyard and published in 2015. This novel represents the social class struggle between Reds as the proletariat and Silvers as the bourgeoisie. It tells the story of Mare Barrow, a Red living in poverty. In the story, she was not only struggling with her life but also her identity. The focus of the character Mare Barrow in the novel finally became the focus of the research. This research is qualitative one. The focus of the discussion is the main character's characterization in *Red Queen* novel. Characterization is a method for articulating development and personality of the main character related to the process of creating a person's image in a fiction. This study applied structuralism approach which focuses in intrinsic element of character. The theories of character and characterization from Janet Burroway. There are two types of characterization: direct and indirect. However, for this research, the researcher only chooses direct characterization to be analyzed. The data are collected from dialogues and narrations representing the appearance, speech, thought, and action of Mare Barrow character. The researcher found out that Mare Barrow is articulated various different characterization as she herself has some difficulties in his past. The new character of Mare Barrow proves some better changes of her life.

Keyword: Burroway, character, characterization, narration

Introduction

The *Red Queen* is a novel by Victoria Aveyard and published in 2015. In March 2015, the novel took place as 1 New York Times Young Adult best seller in the first week of release. This novel is focused on the story of a girl and the kingdom story delineating the story of nine characters. The story has a setting in the North during summer. The story takes place in Stilts (a small village), Summerton, and the capital, Archeon. The theme of this novel is a struggle of the proletariat against the bourgeoisie to fight for their right as a part of the society they live. The stories and characters inside the novel provide some interesting focus to analyze.

This novel has some characters who have different conflicts. As the story grows, each character delivers some problems. The main character in the story is Mare Barrow, Red blood who possesses silver's power. After discovering her power, she was captivated and propelled to act like Silvers. Another character that appears, in the beginning is Kilorn Warren—Mare's only friend. He was a fisherman apprentice who had not completed training yet, but his master passed away from an accident. The following character in the story is Cal, Tiberias the Seventh, the son of a former queen. He is the first prince of the North and the successor of the King. Another prince of Norta is Maven. He is Cal's sibling from a different mother. Maven thinks of himself as Cal's shadow, believing his mother is the only person who cares for him. Queen Elara is the reigning Queen as well as Maven's mother. Elara has the power to read and control someone's mind. The King of Norta is Tiberias the Sixth. He remarried Elara after the former Queen passed away. Those characters in this novel finally become the focus of the research on structural studies.

Selden (2015, p. 78) stated that structure analysis in literary work contains a view of language to grasp the fundamental study of the novel. The structure analysis then refers to analyzing the intrinsic elements of literary work. Through this study, the characterization of significant characters in the Red Queen novel is chosen as other researchers have never examined and delineated this topic. Marsh (in Gerdin, 2016) stated, "characters are the people who live and experience the themes, and so finding a major theme which is important in your character's life will help you relate the person you are studying to the big issues of the world in which they exist." In this study, the structuralism approach will be applied. Carter stated (2006) structuralism approach is an objection to many cherished beliefs of both critics and readers. These beliefs come from the assumption that literary work expresses the author's mind and personality in which it tells essential truths of human life. Selden (2005) argued that the structuralism approach is attaching a structural narrative in which its structure produces reality.

In other words, the structuralism approach is the study that focuses on the literary text itself as it is giving meaning autonomously. Therefore, this study will analyze the meaning of intrinsic elements in literary text which place the literature as the writer's expression. Besides, the focus of this study would be on how literature gives meaning through its structure. Green and Lebihan (1996) stated that literary structuralism is influenced by the language theory of Ferdinand de Saussure, as the language is the system that can be explored at the level of sign, the system of sign, or at the broader structural level. (Holdcroft, 1991; Green and Lebihan, 1996)

Saussure made three terms related to this discussion; language, langue, and parole. Language means language in general. For the terms, langue and parole are described as an underlying system and individual speech.

The delineation of character and characterization has been found in some studies. The studies centers on the same issue in delineating character and characterization, but using different theories. Siahaan, Safnidar, and Tampubolon, Seprida (2015) conducted studies on *New Moon* novel focusing on character's delineation and using Abhrams' personality theories. Wulansari and Hidayat (2017) applied Eller's characterization theory and the method of characterization theory proposed by Pickering and Hoeper to reveal the characterization of the main character, Mary Lennox, in the novel and movie The Secret Garden. Suhendra (2019) used Reams' characterization and the theory of compassionate love from Fromm, Underwood, and Stenberg find out how compassionate love was depicted through the characterization of the main characters in the novel. Padmawati, Jayantini, and Resen (2021), used Wellek and Warren's characterization theory (three dimensions of characterization) which dealt with the psychological, sociological, and physiological aspects, along with Kenney's methods of characterization theory to analyze two main characters in *Pride and Prejudice* novel. Rizka, Sakinah, and Luqman (2020) applied a comparative literature study proposed by Susan Bassnet and the character theory proposed by Robert and Jacobs to delineate many characters in the novel and movie.

Theoretical Framework

Character and Characterization

Characterization is the personality trait of real people within the figures in a story. Johnson and Arp (2018) argued, a characterization of any figure in a story shares a similar quality to human character, which is complex,variable, and ambiguous. Gill (1995) added that characterization is the way a character is created or presented in the story. The characterization of each character may link to the people in real life, however it limits to the character in the book only. He believes a character is the product of Characterization which it had been made in a particular way.

According to Johnson and Arp (2016), there are two types of characterization. They are direct presentation which happen when the author directly describes character, and indirect presentation when the author explicitly describes character. Johnson and Arp argue, direct presentation is a direct description of a character by telling it straight out, through expression or analysis of what a character is like, or it is described by another character in the story. Burroway (2000) defined four types of direct characterization in literary work: speech, action, thought and appearance. Indirect presentation, on the other hand, is a description of characters' qualities in an explicit way. Through this way, the author shows the characters through their actions. In this way, the readers have a right to determine what a character is like by what they say or do. Burroway (2000, p. 107) stated *"The indirect method of*

presenting a character is authorial interpretation [which is telling:] character's background, motives, values, virtues, and the like".

Compared to Klarer (2004), He stated that methods of characterization or mode of presentation can be rendered in a text by explanatory characterization or telling and dramatic characterization or showing. Gill (1995) also shared the same opinion on this matter that a novelist can both tell and show their characters. The telling method is mostly used when the characters appear for the first time in the story. The characters are usually presented by their physical appearance and value by those who know them. According to Pickering and Hoeper (1981), the telling method relies on exposition and direct commentary by the author. This method applies character through the use of name, appearance, author, dialogue and action. While showing, the character is presented by a subtle mode of narration which tells the reader how a character is like by what they do or say. It involves the author stepping aside, as it were, to allow the characters to reveal themselves directly through their dialogue and their actions. In this method, every aspect of the character analysis is altered to the reader, who is required to interpret the character through the evidence collected from the narrative.

Theory and Method

This study applies the descriptive qualitative method as it is more suitable for analyzing the data in this research. The purpose of this methodology in the current study is to understand and describe the characterization of major characters in *Red Queen* novel. In this methodology, the researcher has to build abstracts, concepts, and theories as a research framework (Kasih, 2018, Kasih and Strid, 2020). Moreover, the qualitative research method is the research that focuses on understanding a phenomenon and studying it more effectively to find the meaning of the phenomenon discussed and describe a phenomenon in word form and a particular context by utilizing several natural methods to support the primary methodology (Kasih, Amelia, Fithtratullah, 2022).

In this study, the data is collected from the novel in the form of narration, dialogues, or character's statements that describe his or her characterization. The primary data source is from the novel *Red Queen*. The secondary data source is also needed in the form of published research like journals to support the analysis. The data will be collected through observing the narrations, dialogues, and character statements in the novel. In this case, the writer needs to collect the data properly and correctly in order to maintain the relevant data related to the object being studied. Data analysis techniques are needed to help the writer conduct the study. In this study, the writer uses qualitative study as a guideline for the author in getting the finding of characterization of major characters in the novel Red Queen. The use the data presentation of analysis proposed by Cresswell (1998), as follow: compiling and preparing data, analyzing step, and making conclusion. In this step, the writer describes how a characterization was depicted in the novel of this study in the form of narrative description.

Findings and Discussion

The study applied Burroway's (2014) method of character and characterization. The data were collected from the main character speech, action, thought, and appearance. The main character in the *Red Queen* is Mare Barrow. The researchers found six personalities of Mare Barrow that showed through her speech, action, thought, and appearance. Those personalities are a criminal, selfless, cautious, imaginative, empathetic, and desperate. The description of those characterization will be explain bellow:

a. Mare Barrow as a Criminal

Mare Barrow is delineated a criminal during her day in Stilts. It is due to her having no job, therefore, with the urge to help her family, she decides to become a thief in her village. Mare's criminal traits are obviously shown through her thought. *"My hands dart in and out, always in fleeting touches. Some paper bills from a man's pocket, a bracelet from a woman's wrist—nothing too big. Villagers are too busy shuffling along to notice a pickpocket in their midst".* (Aveyard, 2015, p. 1). Mare describes her activity during the day at Stilts. She works with her hands, taking everything she can get from Man's pocket. She lets herself join the crowd and take advantage of it. As she works as a thief, it influences the way she thinks. Her thought also motivates her to have other pickpocket's activities which she thinks effective. *"Many Reds gamble their earnings on the fights, hoping to win a little something to help them get through another week. […}. It's easier to cut the bookie's purse than try to win money from it".* (Aveyard, 2015, p. 5). Mare decides to refuse Kilorn's ask to gamble. She immediately refuses his request. She think that making a bet during the fight is as an act of ignorance. Even though it may benefit them, Mare believes that is not the best choice. It will be better for them to just take and live with someone else's money. Mare thinks the pickpocket's activity is better even as criminal action. Mare has thought an intention to steal when recognizing luxurious or valuable items. When knowing the price of certain in the store, she intends to steal and run away with those items. This instinct naturally comes to her mind. However, as she grows up stealing people's money, she realizes there is no way for her to get out of the palace without getting caught.

b. Mare Barrow as a Selfless Person

Mare Barrow is represented as a selfless person; she often thinks of others before herself. She cares for everyone, especially when it comes to the people she loves or close to her. She will do anything to help them. She is always selfless when it comes to other people. *"But Kilorn and two thousand crowns are no longer my top priority. I can only think about getting to Gisa and getting out of the city that will certainly become a prison."* (Aveyard, 2015, p. 38). The narration above shows Mare's thoughts when the Summertown becomes chaotic after the Scarlet Guard's aggression. When that happens, she only thinks to get Gisa out of the city. In this situations, Mare shares the same situation with Gisa. The situation often happens, and she will choose to save other people first. *"I want my brothers brought home from the war'. For once, I feel like I've said something right. 'And my friend, Kilorn*

Warren. Don't let the legions take him either". (Aveyard, 2015, p. 87). Mare Barrow is in a dangerous situation. What comes to her mind is her family and friend. After finding out her life is in danger, instead of concerned about her situation, she is more concerned about her family. She wants her family to be free from the war.

On other occasion she chooses to let her friends free before her. *"'Elara, you have to get Maven out of here,' I tell her. 'Don't worry about me, just keep him safe.'"* (Aveyard, 2015, p. 336). Mare's trait of a selfless person is also shown when both Mare and Maven were about to be sentenced to death for rebellion. In the situation when she found there is a chance for Maven to get free, she tried to let Maven go and take the blame by herself. She did not care if she would be killed after that, what she cared about was how to get Maven free.

c. Mare Barrow as a Cautious Person

Being a red and having to face a dangerous situation herself, Mare Barrow becomes more aware of her surroundings. This condition has become her nature to be cautious and settled herself on guard wherever she goes. She feels worried about everything when it comes to her own protection and became more defensive. *"'Why, scared of the dark?' I drawl, folding my arms across my chest. But in the pit of my stomach, I wonder if I should be afraid. He's strong, he's fast, and you're all alone out here."* (Aveyard, 2015, p. 45). The quotation above showed Mare's reaction over Cal's response after finding out Mare was about to go home. Even though she might seem careless, she is worried about the situation and what Cal could possibly do to her. As she realizes how strong and dangerous Cal is, she tries to look calm and hide her own feelings.

> "Maven's dress uniform is gone, replaced by casual clothes built for form and function. It calms me a little, to see at least someone looking so informal. But I can't let anything about me soothe me. He's one of them. I can't forget that. (Aveyard, 2015, p. 125)

Mare Barrow is cautious around Maven even though she has gotten close to him. She reminds herself that she should be cautious around him, as Maven is one of the Silver. She does not let herself let her guard down because she feels comfortable around Maven. Besides, she should be careful as she is a Red among Silvers, which means one wrong move can end up miserably. On different occasion, she lets herself watchful and aware of her surroundings. *"Anger curls through me, but once glance from the Queen tells me I can't act on it. Instead, I must do my duty. I must lie. 'It is indeed.' I hear myself say. Under the table, my hands clench, and I think my heart might be breaking."* (Aveyard, 2015, p. 133). Mare is about to get angry at those Silvers, she lets herself flow with the dynamic within the conversation. She knows what the queen can do if she messes up around. Therefore, one glance from the queen can stop Mare.

d. Mare Barrow as an Imaginative Person

Mare Barrow sometimes fantasized her life in a situation where she had a better future. She imagined a condition of living without fear. She enjoyed dreaming about her own future and thinking about what could possibly happen. She was also able to visualize the condition of the future she dreamed about. *"In my perfect world, Maven won't have to hide his heart and I won't have to hide who I truly am. Cal*

will have no crown to wear, no throne to protect. These people will have no more walls to hide behind." (Aveyard, 2015, p. 238). The narration shows Mare's imagination on the perfect world she had dreamed. The world where Maven and her were the monarch who ruled the country. The world without discrimination and fear. She wished people could live in peace.

However, those were only Mare's dreams about what could possibly happen in the future.

> No one deserves this. *No one*. In my head, I reach for the lightning, and it comes. I blast away Elara and Maven, saving the prince and the king. But even the fantasy is tainted. Farley is dead. Kilorn is dead. The revolution is over. Even in my imaginings, I can't fix that." (Aveyard, 2015. p. 341)

In the quotation about, Mare Barrow was imagining a condition that was completely opposite of her situation. She wished she could help the prince and the King. She blamed herself for being foolish all the time around Mave. For that reason, she wanted a better condition.

e. Mare Barrow as an Empathetic Person

Mare Barrow was too sensitive over someone's emotional pain. She could recognise if someone was hurted right away. This emotional feeling appeared because she used to deal with her own feelings. Even during her day in Stilts, she tried to hide her own feelings and act like she was taking everything lightly. "I can't help but flinch at his words, recognizing the pain in them. *I lived in Gisa's shadow, and he lived in Cal's. I know what that life is like.*" (Aveyard, 2015, p. 186). In the quotation above, Mare was being sensitive over Maven's pain. She could recognise Maven feelings as a younger prince and being the shadow of his brother. She shared the same painful memories with Maven as she wanted to be like her sibling.

> "I know that look very well. I used to wear it myself, when my parents would hint at me to be more like Gisa, even though that was impossible. I went to sleep hating myself, wishing I could change, wishing I could be quiet and talented and pretty like her. There's nothing that hurts more than that feeling. But the king doesn't notice Maven's pain, just like my parents never notice me." (Aveyard, 2015, p. 231)

The quote above showed how Mare could recognize Maven's pain in his eyes. She knew how he felt after seeing his response to the King. This is due to the fact that she used to do the same as Maven did. After hearing what the king expected from Maven, Mare knew how hurt he must be as it would be impossible for him to fulfill those expectations.

f. Mare Barrow as a Desperate Person

Mare Barrow sometimes faced a difficult situation where she felt she needed someone else to help her. In another time, she was desperate to get away from a heavy thought. It happened mostly after she was introduced as Mareena Titanos. She was obligated to pretend like Silver. However, her background made it difficult for her to adapt with Silvers. "Sitting at the table made of crystal, drinking bubbly gold liquid until my head spins, I feel like a traitor. *What are my parents eating for*

dinner tonight?Do they even know where I am? Or is Mom sitting on the porch, waiting for me to come home." (Aveyard, 2015, p. 104)

The quote above shows a condition when she was in despair among those Silvers. After she got some liquor, she felt bad for herself. She got drunk and was in pain thinking about her family. She desperately wanted to meet her family at home. She blamed herself for what she did, which was she had to pretend to be a Silver. She was afraid of what could happen during her stay there.

Further, she often showed her desperation when she found something and could not do anything about it. *"'There are others. Julian figured it out. He told me how to find them, and—' My voice breaks, not wanting to continue. 'And I told him.' I feel like screaming. 'He used me so perfectly.'"* (Aveyard, 2015, p. 348). In the quote above, Mare was in a hopeless situation when she realized what Maven had done. She desperately remembered when she told Maven the list of Reds who had Silver's ability. She regretted and blamed herself for what she did. It was then followed by her way to express her feelings. The only thing she could do was tell the truth in despair. She no longer had the energy to speak her mind. Apart from a hopeless state, she also showed an expression of frightened and in need of help. "*I don't understand at all. I don't belong here. Julian was right. This is a game I don't understand, a game I don't know how to play.* I wish Julian were here now, to explain, to help, to save me. But no one is coming." (Aveyard, 2015, p. 337). The quote above is Mare's thoughts on her situation. She was confused with everything that happened at that time. She was helpless and hoping Julian was there to help her. She was in need of Julian's explanation over her situation. She became clueless on how to survive from both Maven and Queen's agenda. She lost her hope as she saw Elara controlled Cal mind. She was frightened over the situation and wished someone would help her escape.

Conclusion

Mare Barrow's character is examined by using Burroway's method of characterization, which can be divided into direct and indirect methods. The focus of this research is to delineate Mare Barrow's direct characterization as the main character in the story. There are four aspects of direct characterization - action, thought, speech, and appearance - that are examined to explain Mare's personality. All four types of direct characterization proposed by Burroway can be found in Mare Barrow character. Among those four methods of characterization, Mare Barrow's characterization dominantly showed through her thought. Besides, her characterizations are mostly influenced by her surroundings and her past.

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The Relationship Between Sport Learning Facilities and Learning Motivation at SMPN 1 Banjar, Pandeglang, Banten

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Abstract

This research was carried out based on observational data that found a lack of learning facilities that made students' motivation less in the physical education learning process. The aim of this study is to explain the relationship between sports learning facilities and student motivation at SMP Negeri 1 Banjar. This research was conducted at SMPN 1 Banjar, Pandeglang Regency, Banten Province for 4 months from April 2022 to July 2022. The population in this study was 30 students. This research method uses a quantitative correlation method with 2 variables, namely sports learning facilities and student learning motivation. The data collection technique in this study was class IX in SMPN 1 Banjar with a total of 30 students and a sampling technique with a total sampling of 30 students. Data collection techniques used by distributing questionnaires to the research sample and data analysis techniques with normality, homogeneity, correlation and research regression tests. The results of this study indicate that the test value for the analysis prerequisites for the normality test is 0.200>0.05, which means that the data for both variables are normally distributed. The homogeneity test shows that the significance value is 0.825>0.05, it can be said that the data of the two variables is homogeneous. The correlation between variables is 0.691 with a strong correlation predicate, while the significance value is 0.003 <0.05. Thus, it can be concluded that there is a relationship between sports learning facilities and student motivation at SMPN 1 Banjar.

Keyword: facility, learning, motivation

Introduction

Education is the most important thing for every country to be able to develop rapidly. A great country will place education as its first priority, because with education, poverty in the people of that country will be replaced with prosperity. However, in its development, education in Indonesia always has to face several problems at every stage. These problems can only be solved with the participation of all parties involved in the education system, such as parents, teachers, school principals, the community, and also the students themselves. In the input phase, parents have a major contribution in introducing good values to their children. Parents are fully responsible for educating their children with leadership values, so that they have sufficient provisions to become the forerunners of leaders when they start entering formal institutions, such as schools. In the process phase, parents work together with teachers and school principals to provide reinforcement to students in implementing good leadership values through organizational culture in schools. (Nanik Legiwati, 2016).

Pasal 1 UU SISDIKNAS no. 20 tahun 2003 it is stated that the National Education System is all components of education that are interrelated in an integrated manner to achieve national education goals (Rohyani et al., 2015). Departing from the sound of this article, it can be seen that education is a system which is a totality of structures consisting of components that are interrelated and jointly lead to the achievement of goals. The components in national education include the environment, infrastructure, resources, and society. These components work together, are interrelated and support in achieving educational goals. The purpose of national education as formulated in the National Education System Law is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Rini Kristiantari, 2015).

Of the various subjects given at school, one of them is physical education and health. Physical education given in schools has the aim that students or students have knowledge and skills in sports which include cognitive, affective, and psychomotor aspects. Some subject teachers, especially sports subjects, have started to be creative in the learning process by making simple media or teaching aids as an introduction to learning material, there are still some lack of facilities that affect learning achievement. by every education manager is about educational facilities. Educational facilities generally include all facilities that are directly used and support the educational process, such as: Buildings, study rooms or classes, tools or other educational media.

The condition of schools in Indonesia in general does not have adequate facilities for sports related to educational materials. This research will focus on discussing about SMP Negeri 1 Banjar even though it is already a state, but there are still many shortcomings, especially in sports subjects which still require sports equipment, Physical Sports and Health. SMP Negeri 1 Banjar is located on Jl. Maja Cibiuk KM.5, Banjar, Pandeglang, Banten.

This shows that the role of facilities is very important in supporting the quality of student learning. For example, a school that already has sufficient facilities is

located in a city that already has facilities for sports learning equipment in accordance with existing tools, while schools located in villages such as SMP Negeri 1 Banjar do not have these facilities and do not know what the actual forms of the tools are. Management is intended so that the use of facilities in schools can run effectively and efficiently.

The success of learning, this research will examine the condition of the facilities in the SMP Negeri 1 Banjar school, researchers are interested in researching the state of sports facilities at that location. Researchers want to know more about the number and quality of facilities owned by the school so that they can see how students' learning motivation towards sports learning is. The purpose of this study is to explain the relationship between sports learning facilities and student motivation at SMP Negeri 1 Banjar.

Theory and Method

According to the Preparation Team for Standardization of Educational Media Standards at the Ministry of Education and Culture, what is meant by: Educational facilities are all facilities needed in the teaching and learning process, both mobile and immovable so that the achievement of educational goals can run smoothly, regularly, effective and efficient (Hanum & Suprayekti, 2020).

Motivation contains three important elements, namely learning motivation to initiate changes in the occurrence of energy in each individual; Motivation is marked by the emergence of a person's feeling (Chinsya, 2017); motivation will be stimulated because of the purpose. Motivation is something complex, will cause a change in the energy that exists in a person, so that it is related to psychological problems, feelings, emotions, and goals. (Bawanti et al., 2019).

This research used Quantitative Correlation method. Correlational research is research that aims to determine the level of relationship between two variables, without making any changes to the data that has been obtained (Arikunto, 2012). In this case, the researcher wants to find out whether there is a relationship between facilities and students' motivation to learn sports at SMP Negeri 1 Ban-jar. The research location is in SMP Negeri 1 Banjar which is located on Jl. Maja Cibiuk KM.5, Banjar, Pandeglang, Banten, this research starts from 12 June to 10 July 2022.

The population in this study were all students of class IX SMP Negeri 1 Ban-jar as many as 30 students. The sample in this study were 30 students of class IX SMP Negeri 1 Banjar in the academic year 2022/2023. The data collection technique used is in the form of a questionnaire, direct observation of the object to be studied, researchers will conduct research at SMP Negeri 1 Banjar. The data analysis technique was carried out using the validity and reliability test of the instrument, the normality and homogeneity test of the questionnaire data, and hypothesis testing using correlation and regression tests.

Findings and Discussion

Before using the questionnaire in collecting research data, validity and reliability tests were carried out. The validity test of the questionnaire was distributed to 20 respondents who had validity test results with a value of r count > r table of 0.378, for df = 20-2 = 18; = 0.05 then the item / statement is valid and vice versa. The result of the instrument reliability coefficient is 0.929 with a Cronbach Alpha value of 0.600 which means that the instrument is declared reliable.

Prior to the correlation and regression analysis, the normality test and homogeneity test were first carried out using the Kolmogorov-Smirnov test by measuring if the resulting value was more than 0.05 then the distribution was considered normal. normality and homogeneity test using the Kolmogorov-Smirnov test by measuring if the resulting value is more than 0.05 then the distribution is considered normal(Saputra, 2020). The significance value on the Kolmogorov-Smirnov test is 0.200, which is greater than = 0.05, which means that the distribution of the learning facilities variable (X) with student learning motivation (Y) is normally distributed.

Furthermore, the prerequisite test of the hypothesis is the homogeneity test. Homogeneity test is used to find out whether some variants or populations are the same or notk(Saputra, 2020). It is said to have the same/not different (homogeneous) variance if the significance level is 0.05 and if the significance level is <0.05, the data is concluded to be not homogeneous. From the results of the homogeneity test, it is known that the significance value is 0.825 0.05, so it can be said that the data is homogeneous.

Correlation test aims to find out how big the relationship between variables X and Y variables or whether or not the relationship between the two variables is strong (Rini Kristiantari, 2015). The relationship between these variables is measured by the coefficient value, if the value obtained touches -1, it means that the relationship is considered low. However, if the value obtained touches the number 1, then the value is considered high or the relationship is strong(Bawanti et al., 2019).

Based on the results of the correlation between the learning facilities variable (X) and the learning motivation variable (Y), it can be concluded that the calculated r value in these two variables is 0.691, meaning that the calculated r value in this variable is almost close to 1, it can be concluded that the relationship between the learning facilities variable (X) with learning motivation variable (Y) being or influencing each other between variables.

Based on the results of constant (a) of 9.878 while the value of the learning tools is 0.459. These results can be interpreted that the value of the regression coefficient of the variable X is 0.459. every 1% addition to the value of the learning tool, the value of participation increases and the regression coefficient is positive. So it can be stated that the variable X with the variable Y has a positive effect. From the test results above, it is known that the significant value is 0.003 which is smaller than the probability value of 0.05 so that it can be stated that the learning facilities variable (X) has a significant effect on the learning motivation variables (Y).(Sulfemi, 2020).

Conclusion

Based on the results of research and data analysis, it can be concluded that there is a relationship between sports learning facilities and student learning motivation at SMP Negeri 1 Banjar with the calculated r value in these two variables is 0.691, meaning that the calculated r value in this variable is almost close to 1 with moderate relationship. the value of the regression coefficient of the variable X is 0.459. for every 1% addition to the value of learning facilities, the value of participation increases and the regression coefficient is positive. So it can be stated that the variable X with variable Y has a positive effect.

The obstacle encountered by teachers in motivating students to improve learning outcomes is the lack of sports learning facilities in the SMPN 1 Banjar environment so that support from various parties is needed to further improve sports learning facilities. The benefits are in the form of growing student learning motivation, training student discipline, and helping to increase the closeness between parents and children (Fadlilah, 2020).

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Textual Analysis Of Indonesian Government's Representation In The News Regarding Local Language Issue In *The Jakarta Post*

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Abstract

The purpose of the study is to demonstrate how the Indonesian government is represented in the case of the local language issue in The Jakarta Post. The Fairclough three-dimensional framework was used in this qualitative study, which focuses only on the textual analysis. The data for this study was gleaned from 23 chosen news stories on the official website of The Jakarta Post. The results of this study revealed that The Jakarta Post was on the side of the government and positively depicted it. Additionally, the textual analysis revealed that The Jakarta Post employed the modal auxiliary "will" more frequently than the other modalities. Moreover, The Jakarta Post was most frequently used active sentence than passive sentence while describing the government. Additionally, The Jakarta Post used the words "Preservation" and "Regulation" the most often in their nominalization.

Keywords: Critical Discourse Analysis, Textual Analysis, Fairclough Three-Dimentional Framework, Local Language, Indonesian Government

Introduction

Indonesia is a country which has a diversity of cultures and languages as national assets. In this global and digital era, diversity has created Indonesians a multicultural and multilingual society that should be proud of and cherished. As one of the inseparable elements of culture, language plays an important role to preserve the culture because language is an art form that can be passing down from generation to generation. Moreover, language especially local languages have a vital role, apart from being the identity of a diverse community group; local languages are also a means of communication between community groups (Sudarsana, 2017; Huri, 2017).

Local language is crucial issues because the loss of language can also lead to a loss of one's identify and sense of place. Moreover, Indonesia has 746 regional languages and dialects that are widely spoken throughout the country (Amalia, 2016). However, many of Indonesia's local languages are at risk of extinction due to a decline in the number of people who speak them.

Meanwhile, Mass Media as a platform to disseminate news and messages to the public using language contributes to construct public reality and awareness towards certain issues, including language issue. One of media that has such a strong influence to shape public knowledge of the information is newspaper (Fairclough, 1995). Newspaper actively forms public perception by the use of language that is coceivably purposively employed to achieve certain purpose that can be either suportive or marginal towards certain groups, ideology, or people (Evayani & Rido, 2019). Another hand, the media create representations as central signifying practices for producing shared meaning (Hall, 1997). Representation impacts society to view the same thing from different point of view. In discourse, the objective of representation is to transfer other meanings from natural language texts in addition to the text's literal meaning (Eijck & Kamp, 2011). It has to do with how the actors were portrayed in a text's social practice (Evayani & Rido, 2019).The representation problem manifests due to tendency of Newspaper Corporations have an avoidable tendency to support certain causes, organizations, or political parties that are associated with them. Furthermore, despite newspapers' frequent claims that they are independent, it is widely assumed that they will present the news from their point of view because everything said and written in the world does so from an ideological standpoint (Chen, 2016; Risdaneva, 2018). Additionally, the government is occasionally referenced in connection with news reporting as the entity in charge of the nation.

Government is the political structure in charge of running and administering a nation (Brogan, 2019).

When it comes to matters involving the government, it is discovered to be quite sensitive and hard to rule out the bias on how the government is portrayed by the Journalists. Furthermore, when the government is the subject of news, it is frequently criticized or portrayed in a way that does not reflect the facts in order to persuade the public to accept what is written as factual. (Vanderwicken, 1995).

On the other side, the writing in the form of news or discourse is aims to provide information to the readers about the current events in society (Djaroto, 2004), while the discourse is considered as one linguistic unit (Putra & Triyono, 2018). Discourse

analysis is employed in this research, to better understand the discourse. As the study of language beyond the text, the discourse analysis relates with grammar, phonetics, phonology, morphology, semantics, and syntax (Tannen, 2018). To understand the content of the text and how it was produced, it is crucial to take grammatical and other factors into consideration (Kuswoyo & Rido, 2019; Suprayogi & Pranoto, 2019). Therefore, in addition to the text itself, other factors must be taken into account. When discussing how discourse relates to societal components like ideologies and power, it is called critical discourse analysis (Fairclough, 1989).

Even while numerous researches have conducted research on certain representations, there are very few studies that which discusses about government, such as Asidiky and Puspa (2020), Mintarsih et al (2020), and Iskandar (2017). Asidiky and Puspa (2020) conducted a study on the representation of Basuki Tjahaja Purnama (BTP) in the Collection of Hoax News Headline on www.turnbackhoax.id as a Social Actor. Employing Fairclough Three-Dimentional model, the study revealed that BTP was clearly represented as a social actor in some negative ways in those hoax news headlines including he is supported by those who are not Pro-Islam, fails to eradicate prostitution, powerful person, isn't brave, and involved in legal case. Mintarsih et al (2020) conducted a study on the perspective of Tempo on the Representation Of Government In Dealing With Covid-19 Cases. From the study, it showed that Tempo.co portray the media as a 'watchdog' that serves to supervise those who have a power within politics or the government. Meanwhile, Iskandar (2017) analyzed the representation of presidential elections in Kompas Group, Media Indonesia, and Koran Sindo in 2017. Using Fairclough's three-dimensional model, it was discovered that Kompas Group and Media Indonesia supported Joko Widodo-Jusuf Kalla, while Koran Sindo supported Prabowo-Hatta Rajasa.

To this end, the current study is aimed at investigating on how the Indonesian government is represented in The Jakarta Post in relation to the local language issue. As one of the biggest English media in Indonesia and the best English newspaper, the Jakarta Post play an important role in representing various information that influence readers in their News items. Moreover, this research is contemplated to give the reader an overview of the types of the strategy adopted by journalists in representing certain people, group of people, or an ideology through the diction and phrases they used in texts.

Theory and Method

This study applied qualitative approach, in order to gain an in-depth analysis of the data. It is employed to see how the researcher deciphers, constructs, and explains the data (Merriam, 2009). Additionally, since the information for this study acquired by downloading relevant journals, books, and visiting reputable websites, thus, this study is library research. The data were twenty-three articles that were published in between 2001 to 2021 in https:/www.thejakartapost.com concerning local language issue in Indonesia. The primary theory employed for this study is the three-dimensional model developed by Norman Fairclough, and the textual analysis will be the

only area of the analysis which comprises the analysis of modality, active and passive voice, and nominalization. The researchers choose the theory for studying the role of language in an online newspaper since it can systematically identify the details and characteristics of information to see the usage of language for certain purposes. Furthermore, the researchers also want to see how the government as a part of social actors, is represented in particular events (Evayani & Rido, 2019).

2.1 Textual Analysis

A three-dimensional model's first phase, text analysis, aims to investigate the linguistic features of the web content (Pranoto & Yuwono, 2019). In the area of textual analysis, the researchers focus on modality, active and passive voice, and nominalization.

2.1.1 Modality

This study used modality to reveal the meaning other than the authority of the sentence. It is presented by modaly auxiliary verbs such as must, may, should, and would. For example, the government may create a regulation to solve this issue. From the sentence, the use of modality is to express a possibility. Another example is the authorities must create a regulation to solve this issue. Here, the use of modality is to express necessity.

2.1.3 Active and Passive Voice

To see the focus on the news, either the main objective is on the doer or the action, the active and passive voice is employed (Fairclough, 1989). The active voice highlights that the social actors are doing the action and giving impact of the action, while the passive voice highlights the social actors done the activity that gives impact. This aspect will reveal on how the focus of The Jakarta Post on the news. For instance, "*the experts had criticized the bill*" and "*the protesters had urged the government to delete the bill*". Those sentences could be changed into passive, then it will be "the bill had been criticized by the experts" and the government had been urged by the protesters to delete the bill".

2.1.3 Nominalization

To examine how journalists make some concerns into a phenomena, nominalization is employed. This stage sees the transformation of verbs and adjectives into nouns (Fairclough, 1989). To remove the doer from the text is the goal. They were *dismissed*, for instance, can be changed to *dismissal*. *Dismissa*l is a reduced passive that changes the phrase into a single noun (Fairclough, 2004). The word *assumption*, which is derived from the verb *assume*, is another example. This feature will assist the researchers as they look into how journalists write the news.

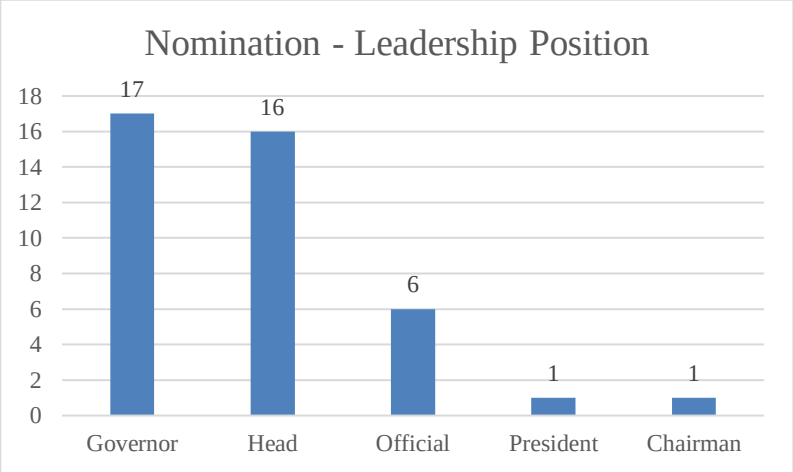
Findings and Discussion

The researchers will divide the discussion into three main parts of the textual analysis which comprises Modality, Active and Passive Voice, and Nominalization based on Fairclough Three-Dimensional theory.

3.1 Textual Analysis

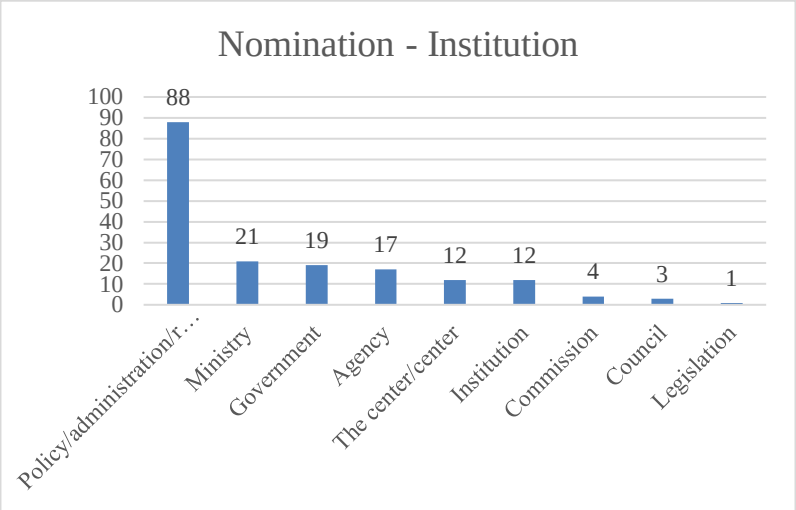
In representing the government, The Jakarta Post used many nominations that were constructed through The Name of the Person who has Leadership Position or the Institution. Nomination is a strategy in using linguistic devices to refer to persons, things, places, or event. By using this strategy, the speaker or writer can reveal political, social, or psychological interests or purposes (Reisigl & Wodak, 2001). Moreover, it can be inferred, the nomination can be referred and predicated variously (Suprayogi, et al., 2021). Those nominations described through the chart below.

Chart 3.1 Nomination of Leadership Position



From the chart above, it can be viewed that the used of the nomination *Governor* in representing the government is the most frequently used by *The Jakarta Post* in which it is in connection to the leadership position. It was mentioned seventeen times, followed by the nomination *Head* that was mentioned sixteen times. Moreover, the nomination *official* appeared six times, followed by the nomination *Chairman* and *President* that appeared one time.

Chart 3.2 Nomination of Institution



The chart above showed that the nomination was most frequently used by *The Jakarta Post* was *Policy/Administration/Regulation/Circular* as evidenced by the eighty eight times it was stated. *The Jakarta Post's* second most utilized nomination was *Ministry* as it was mentioned twenty one times. Moreover, the nomination *Government* was mentioned nineteen times, the nomination *Agency* was mentioned seventeen times, while the nomination *The center and Institution* were mentioned twelve times. Furthermore, the used of the word *Commission* as the nomination was mentioned four times, while the used of the word *Council* was mentioned three times as the nomination. Additionally, the nomination *Legislation* was mentioned one time.

3.1.1 Modality

Modality is concerned with a speaker or writer's authority (Fairclough, 1989). Modal auxiliary verbs like should and may are used to express it. It depends on how the text is expressed.

Table 3.1 Modal Auxiliary in the Jakarta Post

Auxiliary	Frequency
Will	5
Could	1
Would	0
Can	0
May	0
Might	0
Must	0
Should	0

The modal auxiliary "*will"* was used by *The Jakarta Post* the most, as shown in the table above, where it was mentioned five times. *The Jakarta Post's* second most utilized modality was could as it was emerged one time. The table's frequency of the auxiliary words can, may, might, must, and should was zero because they did not appear in the news as being connected to the government. Moreover, the use of auxiliary *"will"* indicate that *The Jakarta Post* was focused on marking the futurity, to issue commands, and showed the action that has not done by the subject (Fairclough, 1995).

Table 3.2. Sample of Modality Data in *The Jakarta Post*

Datum	Clause	(Positive/ Negative)
1	*The new regulation **will** also oblige the use of Javanese script on street signs, government institutions and other offices in Central Java.*	***P***
2	*The provincial administration **will** also promote competitions in Javanese literature both for students and teachers as well as providing supervision for Javanese literature workshops and activist groups.*	***P***
3	*The provincial administration has not decided which day **will** be chosen for the implementation of the policy.*	***N***
4	*In an effort to tackle this matter, Ganjar **will** demand that every Thursday, government events or occasions be conducted and spoken entirely in Javanese.*	***P***
5	*A recently issued regulation **will** allow for the renaming of Indonesian natural landmarks and man-*	***P***

	made features in a bid to preserve the nation's history, traditions and cultural heritage, as well as maintaining sovereignty and territorial integrity.	
6	*Language policies adopted by the government **could** be viewed as serving the interests of the dominant group viewed as 'the oppressor'.*	***N***

In datum 1, The Jakarta Post utilized the auxiliary will in this sentence to demonstrate how the new regulation, which mirrored the act of government control, is anticipated to aid in the preservation of Javanese language. That was said to be the new regulation will be obliged in public places and the government institutions which aims to raise awareness on the issue regarding the language preservation. It is also supported by (Sullivan & Mackay, 2012) that stated if the implementation of established policies issued by the government could help the preservation of cultural heritage including language.

In datum 2, *The Jakarta Post* used the auxiliary *will* to show the government's intended course of action with regard to Javanese people's cultural preservation, particularly with regard to language. The Provincial Administration would take action by establishing a competition and overseeing of Javanese literature.

In datum 3, The auxiliary *will* was used by *The Jakarta Post* to convey the government's planned action. However, the government was negatively portrayed in this sentence, in which it was mentioned that The Provincial Administration has made regulation but they have not decided when will the regulation implemented which leads to uncertainty. Moreover, uncertainty arises if the situation surrounding an exchange is unpredictable. Due to this factor, contract cannot easily be specified and performance is difficult to verify (Geysken et al. 2006).

In datum 4, in was stated that Ganjar as the Governor of Central Java demands the use of Javanese language in every government occasion on every Thursday to make an impact on the preservation of Javanese language. The Jakarta Post used the auxiliary *will* to show the course of action that will have a significant impact on both the future of the Javanese language and the resolution of the current problem.

In datum 5, The Modal auxiliary *will* was used by The Jakarta post to show the action of the government that will make an impact not only on the preservation of Indonesia cultures, but also nation's history, and sovereignty and territorial integrity. This auxiliary *will* in this statement also represent the ability of the regulation made by the authorities or government in making impact on any issues, including language preservation.

Meanwhile, in datum 6, *The Jakarta Post* tend to give critics for the government because of the policies implemented viewed as serving the interests of the dominant group viewed as 'the oppressor'. It was also supported by (Peters 2015; May et al. 2016) that argued the role of actors and external organizations, such as experts, interest groups, non-profit and research organizations can take a part in policymaking. The current language policy promotes Indonesian as the most important medium of instruction, even in the territories where the ethnic language is more appropriate.

Moreover, this policy also will be implemented in the area where Junior secondary students still have difficulty in communicating in Indonesia, such as in remote areas

in Java and islands outside of Java. Meanwhile, *The Jakarta Post* used the modal auxiliary *could* to represent the impact of the policies adopted by the government regarding to language if it is implemented by them.

Additionally, from all data in the modality part, it can be seen from the table that two modalities appeared in the news and divided into six sentences. Moreover, four modality in those sentences positively portayed the government, while two modality in those sentences negatively portayed the govenment. Moreover, the existence of an auxiliary *would, can, may, might, must*, and *should* in fact appeared on the News selected for this research but they did not attach to the government, then they were not used in this research.

In terms of its purpose, the modal auxiliary *would* serve the same purpose as *will*. It was aimed to show something that would happen in the future. The key distinction between those auxiliaries is that *will* is used for actual possibilities while *would* is used for hypothetical future scenarios. Meanwhile, *The Jakarta Post* did not use the auxiliary *would* in the report because it did not indicate certainty from what the government will do. Furthermore, the auxiliary can was not mentioned in the news by The Jakarta Post. This auxiliary has served to demonstrate capability, request authorization, and convey possibility. The Jakarta Post chose not to utilize this auxiliary because it did not demonstrate the capacity of the government to resolve this issue. As it did not indicate the government's activity in terms of expressing permission, possibility, and capacity connected to the topic of local language in Indonesia, The Jakarta Post did not use the auxiliary may and might in the report. On the other hand, the modal auxiliary should also did not used by The Jakarta Post in the news since it's often reserved for making forecasts and expressing willingness with first person subjects. This auxiliary did not used by The Jakarta Post since it did not represent personal desire.

3.1.2 Active and Passive Voice

The activation and passivation were taken into consideration as a parameter to find out the hidden motive behind their usage in representing the government in this study. An active sentence has a function to emphasize the subject or something positively, while a passive sentence manages to represent something that has a hidden meaning (Fairclough, 1989).

Table 3.3 Active and Passive Sentence in *The Jakarta Post*

Sentence	Positive	Negative	Total
Active	26	10	36
Passive	5	3	8

It can be seen from, it showed the number of active and passive sentences that appeared in the articles. From the table, the active sentence emerged thirty six times with twenty six sentences were positively portayed the government and ten sentences were negatively portayed the government. Another hand, the passive sentence emerged eight times with five sentences were positively portayed the government and three sentences were negatively portayed the government. Therefore, the distribution in the table showed that *The Jakarta Post* is more focused on the doer rather than the incident. In this case, the government was the doer. Therefore, it can be inferred that the focus of *The Jakarta Post* is on the government and standpoint towards the to Local Language issue in Indonesia.

Table 3.4 Sample of Data of Active and Passive Sentences with Positive Representation of Government in *The Jakarta Post*

Datum	Clause
8	*Even the Education and Culture Ministry in Jakarta* ***has permitted*** *the teaching of the local language in schools.*
9	*The Culture and Education Ministry is* ***intensifying*** *its efforts to identify local languages and keep them from going extinct.*

In datum 8, The sentence was written down in the active voice. The use of active voice here has the function to give information about the government in which it explained as the Education and Culture Ministry, stated that they are allowed the use of local language for teaching in school. Moreover, the words *has permitted* was purposed to emphasize if the government had discussions before this regulation issued by seeing the recent issue related to the preservation of language in Indonesia.

In datum 9, The use of active voice was used by *The Jakarta Post* to give information about the current action doing by culture and education ministry in a way to preserve local languages in Indonesia. Moreover, the word *Intensifying* highlighted that the government doing many actions in dealing with identifying the local languages in Indonesia to not go extinct.

Table 4.5 Sample of Data of Active and Passive Sentences with Negative Representation of Government in *The Jakarta Post*

Datum	Clause
10	*The government's attitude toward local languages has been indifferent, **leaving** them to the community where the local language originates.*
11	*Without any help from the local government, the language **will soon be neglected and forgotten.***

In datum 10, the active sentence was used in this statement. The function of using the active voice here is to apprise the attitute of government in the case of local language. Moreover, the words *has been indifferent* here, it is to give critics to the government and emphasize the government's respond which does not seem to care about the language problems in Indonesia and give it all to the community.

The Jakarta Post more frequently used the active sentence than the passive sentence. Meanwhile, the sample data of passive voice showed in datum 11. The passive sentence in this statement aimed to show that the language endangerment as part of the government concern and policy. It can be seen from the datum that *The Jakarta Post* highlighted the importance of the action by government could help the language to not be neglected or forgotten by the society.

It can be concluded that in representing the government in the case of local language issue, the use of active sentence was mainly used by *The Jakarta Post* than passive sentence. Since it was to show that the focus of the news was not on the the issue but the government. Meanwhile, there were eight sentences of passive voice in the news. Passive voice used in the news was to emphasize several things were done by the government in connection to the local language issue in Indonesia. It can be inferred from the analysis above; *The Jakarta Post* was able to make readers focus on the government and its actions than the language issue. The finding was supported by the previous study which stated that media were able to highlight or omit social actors from the news (Putra & Triyono, 2018). Hence, the media could portray the social actors in the news based on their desires.

3.1.3 Nominalization

To reveal how The Jakarta Post represented the pivotal role of the government in the issue of local language in Indonesia, Nominalization is used in this research. Moreover, the nominalization words used by The Jakarta Post referring to the government are presented on the table below.

Table 4.6 Nominalization used by *The Jakarta Post*

Words	Frequency
Creation	1
Maintenance	1
Preservation	7
Protection	1
Regulation	6
Implementation	2

It can be seen on the table that the word Preservation was used seven times in *The Jakarta Post's* articles in connection to the local language issue in Indonesia. The word Regulation was used six times. Moreover, the words Supervision and Implementation were used twice. Therefore, it can be inferred that *The Jakarta Post* mostly used the nominalization word of Preservation from the verb Preserve. It is used in the context of the local language issue in Indonesia by *The Jakarta Post.*

Table 4.7 Sample of Nominalization Data in *The Jakarta Post*

Datum	Clause
13, 14, 15, 16	*The **creation** of an indigenous language policy is vital not only for the **maintenance or preservation** of language diversity and **the protection** of the rights of those speaking minority languages, but most importantly for national cultural strategies.*
17	*Heri C Santoso of the Central Java Arts Council (DKJT) welcomed the new **regulation**, saying it was a way to preserve the Javanese culture.*
18	*The provincial administration has not decided which day will be chosen for the **implementation** of the policy.*

In data 13, 14, 15, 16, there were four words of nominalization. *The Jakarta Post* were used the words *Creation, Maintenance, Preservation, and Protection* as nouns. These words converted from the verbs *Create, Maintain, Preserve, and Protect*. The function of this conversion was to highlight the government's action related to indigenous language policy that has made by them.

The word *regulation* was used as the noun by *The Jakarta Post* in Datum 17. This word came from the verb *regulate*, then it was changed into a noun. The conversion was functioned to show that the council accepted the result of the discussion made by the authorities. In this sentence, Heri C Santoso accepted the regulation because he believes that the regulation would make an impact to preserve the Javanese culture.

The word *implementation* was used as a noun by *The Jakarta Post* in datum 18. This word derived from the verb *implement*, then it was changed into a noun. The conversion has functioned to show the activity carried out by the government related to the decision that have made. However, the government is criticized because they have not decided when will this regulation implemented.

Conclusion

From the textual analysis, *The Jakarta Post* represented positively the government in the issue related local language issue in Indonesia. Moreover, *The Jakarta Post* was most frequently used the modal auxiliary *will* in representing the government, while the active voice was most frequently used by The Jakarta Post in the news. Furthermore, the words "*Preservation and Regulation"* were most frequently mentioned by *The Jakarta Post* the role of the government in dealing with the local language issue in Indonesia in the analysis of nominalization. There might be different findings if the research has more data or more articles to be analyzed. Therefore, future researchers can give more contributions by analyzing more articles and discussing more data. By reading this study, readers can be more conscious of the news they read and journalists can also become more aware of the news they write since take critical readers into account.

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Down the Rabbit Hole: Analysis of Paranoid Schizophrenia in The Tell-Tale Heart and A Madman's Diary Using Comparative Theories

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Abstract

1 in 300 people suffer from schizophrenia, approximately 5% of people with schizophrenia die by suicide, (Archives of General Psychiatry, 2005) and about 20% of people with schizophrenia attempted suicide at least once. (The Recovery Village, 2020) This study aims to raise awareness of paranoid schizophrenia, a common form of schizophrenia, by examining two literary works: Edgar Allan Poe's "The Tell-Tale Heart" and Lu Xun's "A Madman's Diary," both of which shares the same theme of paranoia, with allusions to paranoid schizophrenia. Comparative literature criticism will be used in this study to identify the mental disorder by examining the similarities and differences between the two literary works side by side, deducing how paranoid schizophrenia affect the mental attitude and the mannerisms of the protagonist in both literary works, and how mental disorder is perceived in the East and West by examining the protagonists personal and public interactions in both literary works.

Keywords*:* Comparative Literature, Mental Disorder, Paranoid Schizophrenia

Introduction

Mental health has and always been an important issue in human society throughout history, with cases dating as far back as the ancient Mesopotamia. The famous Latin proverb, *mens sana in corpore sano*, "healthy mind in a healthy body" emphasize the notion that the state of the mind affects the condition of the body and vice versa. If the mind is disarrayed, then the body would suffer complications as the result. An example of this notion is the disorder known as paranoia.

According to A. Fenigstein in Encyclopedia of Human Behaviour, paranoia is defined as: "A thought disorder predominantly characterized by an intense, but irrational mistrust and suspicion of others, and a corresponding tendency to see threats everywhere." Those affected by paranoia will find it difficult to function socially and maintain their relationship due to their debilitating fear.

The short stories used in this study are The Tell-Tale Heart and A Madman's Diary, first published in The United States, 1843 and China, 1918 respectively; are widely considered as prime examples of gothic literature. Gothic literature itself is a subgenre that began in the 18th century, it is characterized by elements of fear, horror, and death as well as romantic elements such as human nature, despair, and tragedy with overall dark undertones.

The Tell-Tale Heart, written by Edgar Allan Poe tells the story of a man who were deeply disturbed by the eyes of his roommate, a blind old man. His disturbance later became fear and ultimately terror, which drove him to kill the old man and hid his body under the floorboard. However, he soon hears the heartbeat of the old man and were driven insane by it, ultimately confessing his crime to the police that came to their home.

A Madman's Diary, written by Lu Xun tells the story of a man who returned to his village after decades long, but found out that the villagers are behaving suspiciously. He deduced that the villagers are actually cannibals that are out to get him. His suspicion turned into terror after thinking that even his brother is planning to kill him. He ultimately shut off all contacts with the outside world and became a recluse out of fear for his life.

Both stories share the same theme of paranoia, and to an extent, paranoid schizophrenia which will be explored in this study. This study will use comparative literature criticism to analyse and compare the contents of the two short stories with De Vaus's cultural system of thought to analyse the Western vs. Eastern cultural perspective of the two short stories as the theoretical basis. This study acknowledged the debilitating effect of paranoid schizophrenia to those affected by it. Therefore, this study is dedicated to raise awareness and understanding of said disease in order to better understand and support those affected by paranoid schizophrenia.

Theory and Method

Perception Of Emotion

According to a 2017 study conducted by the Society for Personality and Social Psychology (SPSP) it is found that the rates of mental disorder such as depression and anxiety in the West tend to be 4 to 10 times greater than the rates in the East. However, the pre-COVID-19 2018 Happiness Index published by the World Happiness Report shows that China ranked 86th on the index while the United States ranked 18th. Such conundrum has gained interest over the years, especially during the COVID-19 pandemic, when the global stress level reached its peak.

Australian psychologist June De Vaus believed that the cause for such conjecture is not because of underreported cases and social stigmas attributed to mental disorders like what previous psychologists had believed as proven by Professor Yueqin Huang of Peking University Institute of Mental Health. Huang found that the cases

of schizophrenia, which is highly stigmatized in China was reported at similar rates as the rest of the world, rendering previous statements obsolete (Huang et al., 2008).

De Vaus instead proposed to examine the cause by analysing Easterner's and Westerner's thought perspective on emotions, as difference in culture affects how people view themselves and the world around them (De Vaus et al., 2017).

Westerners tend to approach matters with analytic cognition: focusing on individual objects by putting all things in various categories based on its attributes, understanding cause and effect through motives and actions of an individual, and seeing changes as a linear movement in increments or decrements.

On the contrary, Easterners approach matters with holistic cognition: focusing on the context by examining the relationship between objects, understanding cause and effect through interactions between people and how they affect each other, and seeing changes as a cycle where change is constant and ever-present.

Analysis Method

Comparative literature criticism was used to analyse the two short stories. By comparing the contents of the two subjects, a new perspective can be acquired that will help shed light on matters previously unnoticeable or hardly noticed unless another object or subject is put side-by-side as comparison (Domínguez et al., 2015).

The second short story "A Madman's Diary" serves as a complementary material to "The Tell-Tale Heart" in order to shed light on the subject of paranoid schizophrenia. By using comparative literature criticism, the previously abstract concept can be pinned as a concrete one by providing analysis and proof acquired from comparing the contrast between two subjects. The analysis covered in this study are the basic comparative analysis of similarities and differences between the two subject materials.

Further analysis of the East vs. West discourse, with the main topic of perception of emotion and reaction to mental disorder that arise during the process of comparison will be analysed using De Vaus's cultural system of thought.

Finding and Discussion

Analysis Of Textual Comparison

Similarities of Mental Condition

Paranoid Schizophrenia

> Paranoid schizophrenia is a mental disorder that caused those affected to lose their grasp on reality due to a disruption in the brain's ability to process information, altering their thoughts and perception. Common symptoms of this illness are delusions of persecutions and vivid hallucinations, both of which impedes the person's ability to socialize and discerning what is real and what is not, making it difficult for the person to life a typical life. (Cagliostro, 2020)

> Now I could hear a quick, low, soft sound, like the sound of a clock heard through a wall. It was the beating of the old man's heart…. In the quiet night, in the dark silence of the bedroom my anger became fear — for the heart was beating so loudly that I was sure some one must hear. (Poe, 2019, p. 66)

> I talked still faster and louder. And the sound, too, became louder. It was a quick, low, soft sound, like the sound of a clock heard through a wall, a sound I knew well…. I pushed my chair across the floor to make more noise, to cover that terrible sound. I talked even louder. And still the men sat and talked, and smiled. Was it possible that they could not hear?? (Poe, 2019, p. 67)

The protagonist in the Tell-Tale Heart began to vividly hallucinate hearing the heartbeat of the old man, even though such thing is impossible. This is an example of schizophrenia impeding a person's senses to register actual stimuli and creating a fake input. Paranoia also affects the protagonist in tandem, making his behaviour increasingly erratic by manipulating his fear of being found out.

> This morning when I went out cautiously, Mr. Chao had a strange look in his eyes, as if he were afraid of me, as if he wanted to murder me. There were seven or eight others, who discussed me in a whisper…. All the people I passed were like that. The fiercest among them grinned at me; whereupon I shivered from head to foot, knowing that their preparations were complete. (Lu, 2005, p. 2)

> As for my elder brother, I have also good reason to suspect him. When he was teaching me, he said with his own lips, "People exchange their sons to eat." And once in discussing a bad man, he said that not only did he deserve to be killed, he should "have his flesh eaten and his hide slept on" …. now I know that when he explained it to me, not only was there human fat at the corner of his lips, but his whole heart was set on eating men. (Lu, 2005, p. 4)

In A Madman's Diary, the protagonist's paranoia made him increasingly suspicious of his surroundings, thinking that the villagers are out to get him. Schizophrenia also plays an integral part in making the protagonist increasingly worried of his surroundings by misinterpreting people's words and creating a fake narrative of cannibalism.

In both cases, the protagonists have shown symptoms associated with paranoid schizophrenia, such as: delusions of persecution, vivid hallucinations, and inability to discern between reality and imagination. This explains their increasingly erratic, and ultimately manic behaviours.

Mental Deterioration

In psychiatry, deterioration denotes a progressive impairment or decline of intellectual and personality functions such as memory, reasoning, concentration, communication, and emotional response. (Sam, 2018)

In the excerpts below, pointers will be given to denote the mental condition the characters are currently in to provide clarity.

> It is impossible to say how the idea first entered my head. There was no reason for what I did. I did not hate the old man; I even loved him. He had never hurt me. I did not want his money. (Poe, 2019, p. 64) **(Normal)**

> Suddenly I knew that the sound was not in my ears, it was not just inside my head. At that moment I must have become quite white. I talked still faster and louder. And the sound, too, became louder. It was a quick, low, soft sound, like the sound of a clock heard through a wall, a sound I knew well. Louder it became, and louder. (Poe, 2019, p. 67) **(Deteriorated)**

In the first part of the story, the protagonist insist that he is sane, questioning his own actions. This situation denotes the presence of logical thinking and emotional control. However, in the second part, his schizophrenia took over and impede any previous rational thought, deteriorating his mental state.

> Tonight the moon is very bright. I have not seen it for over thirty years, so today when I saw it I felt in unusually high spirits. (Lu, 2005, p. 1) **(Normal)**

> I could not see all their faces, for they seemed to be masked in cloths; some of them looked pale and ghastly still, concealing their laughter. I knew they were one band, all eaters of human flesh. But I also knew that they did not all think alike by any means. …. thus when they heard me they became angry, but they still smiled their cynical, tight−lipped smile. (Lu, 2005, p. 7) **(Deteriorated)**

In the first story, the protagonist's initial state of mind was healthy and sane after arriving at the village. This took a sudden turn when he began questioning the actions of the villagers around him. His schizophrenic mind began formulating fake narrative and creating worst case scenario that impede rational thought and plunged him into madness.

Both protagonists are initially perceived as sane, but as the story progressed, their mental state began to deteriorate to the point of no return. They are no longer able to discern between reality and imagination. The blurred perception of reality and its boundaries eventually resulted in the creation of fake narrative/ fake reality.

Differences of Guilty Conscience

Sense of Guilt

In the first story, the protagonist is shown being overwhelmed by his own guilt from murdering the old man, whom he perceived as innocent and held no grudge against. His motives of "getting rid of the evil eye" made him killed the old man, whom he cared for greatly, the weight of his actions is what drove him mad and caused his increasingly erratic behaviour.

While in the second story, the protagonist truly believes that he is in the right, that the whole village is against him for being different. He refuses to acknowledge that he may be wrong, possibly as the result of paranoia impeding his logical thought process. Even though being perceived as a madman has undoubtedly shed a negative light on his brother as his family member due to social stigma of housing a madman.

> No! They heard! I was certain of it. They knew! Now it was they who were playing a game with me. I was suffering more than I could bear, from their smiles, and from that sound. Louder, louder, louder! Suddenly I could bear it no longer. I pointed at the boards and cried, "Yes! Yes, I killed him. Pull up the boards and you shall see! I killed him. But why does his heart not stop beating?! Why does it not stop!?" (Poe, 2019, p. 67)

In the Tell-Tale Heart, the increasing effect of paranoia enhanced the feeling of guilt in the protagonist for killing the old man. The overbearing sense of guilt finally forced him to confess in order to gain a peace of mind.

> Suddenly my brother looked furious, and shouted in a loud voice: "Get out of here, all of you! What is the point of looking at a madman?"
> Then I realized part of their cunning. They would never be willing to change their stand, and their plans were all laid; they had stigmatized me as a madman. In future when I was eaten, not only would there be no trouble, but people would probably be grateful to them. (Lu, 2005, p. 7)

In A Madman's Diary, the protagonist's increasing paranoia clouded his judgement. His state of mind made him unable to see from their point of

view and seeing that he's actually the one who's putting distance and alienating himself from society.

Admission of Guilt

In the first story, the protagonist admitted his crimes to the police under the pressure of his own guilt and the vivid hallucinations created by his paranoid schizophrenia. He wished to be free from the sound of the beating heart, an allusion to his paranoia and a symbol of his crime.

While in the second story, the protagonist was disillusioned by the fake narratives created by his paranoid schizophrenia and truly believed that he was right. This refusal only served to create a rift between him, his brother, and the villagers; all of which ultimately turned him into a recluse.

> No! They heard! I was certain of it. They knew! Now it was they who were playing a game with me. I was suffering more than I could bear, from their smiles, and from that sound. Louder, louder, louder! Suddenly I could bear it no longer. I pointed at the boards and cried, "Yes! Yes, I killed him. Pull up the boards and you shall see! I killed him. But why does his heart not stop beating?! Why does it not stop!?" (Poe, 2019, p. 67)

As explained before, the protagonist of the Tell-Tale Heart's overbearing guilt, added with his conscience disagreeing with his actions in killing the old man only serves to worsens his paranoia. The act of admitting can also be seen as a desperate plea to get rid of his guilty conscience.

> I have only just realized that I have been living all these years in a place where for four thousand years they have been eating human flesh. My brother had just taken over the charge of the house when our sister died, and he may well have used her flesh in our rice and dishes, making us eat it unwittingly…. How can a man like myself, after four thousand years of man−caring history even though I knew nothing about it at first ever hope to face real men? (Lu, 2005, p. 9)

In this part of A Madman's Diary, the strain between the protagonist and his brother can be clearly seen by how the protagonist began deducing that his brother is also a cannibal. Harbouring such malicious thought had proven to be fatal as it plunged the protagonist into depression after knowing that he can never have normal interaction with others due to them being cannibals.

ANALYSIS OF EMOTION AND COGNITION

Based on the cultural system of thought, De Vaus highlighted three aspects of the West vs. East discourse comparison in different thought perspective, analytic vs. holistic, all of which will be explained below:

1. **Emotions Co-Occur**

   Westerners view happiness and sadness as polar opposites, experiencing one range of emotion means putting aside the other. If an individual can maintain their focus and composure on "the good things", a longer-lasting positive emotions can be achieved. But if they focused on "the bad things", it may result in amplified state of negative emotions. While Easterners view happiness and sadness as covarying, finding happiness in sad moments and vice versa, akin to that of a "Yin-Yang" philosophy. Therefore, negative feelings could be mitigated by shifting point of view to focus on "better things in life."

   > When the old man looked at me with his vulture eye a cold feeling went up and down my back; even my blood became cold. And so, I finally decided I had to kill the old man and close that eye forever! (Poe, 2019, p. 64-65)

   Using a Westerner's perspective, the Tell-Tale Heart focus on the "self" aspect of emotions. Seeing as the protagonist's actions are solely driven by his emotions, mainly fear. In this case, his hyperfixation on fear turned into terror, which in turn, drove him to murder the old man.

   > Tonight the moon is very bright. I have not seen it for over thirty years, so today when I saw it I felt in unusually high spirits…. but now I must be extremely careful. Otherwise why should that dog at the Chao house have looked at me twice? I have reason for my fear. (Lu, 2005, p. 1-2)

   Using an Easterner's perspective, a Madman's Diary focus on the "social" aspect of emotions. The protagonist's perception on his surroundings and society controls how he acts and feel. Looking the moon made him feel reinvigorated, while looking at the dog made him feel suspicious.

2. **Emotions Change**

   Westerners believes that emotions came from within, as an individual is responsible of their own feelings and have control of one's own emotions. The downside is, when faced with an emotion that is hard to change, such as anxiety and trauma, an individual may struggle to control their emotion and could fall into depression from "losing control of themselves." Easterners however, views emotions as transient and ever-changing. This helps mitigate the impact of negative emotions with the downside of shorter effect of positive emotions.

> No! They heard! I was certain of it. They knew! Now it was they who were playing a game with me…. Suddenly I could bear it no longer. I pointed at the boards and cried, "Yes! Yes, I killed him. Pull up the boards and you shall see! I killed him. But why does his heart not stop beating?! Why does it not stop!?" (Poe, 2019, p. 67)

In the excerpt above, it is shown that the protagonist in the Tell-Tale Heart struggled to control his anxiety, but his paranoia took a turn for the worse and amplified his suspicion towards the police in front of him. He finally broke down and confessed his crimes due to losing control of himself.

> I was not afraid, however, but continued on my way. A group of children in front were also discussing me, and the look in their eyes was just like that in Mr. Chao's while their faces too were ghastly pale…. so why should they eye me so strangely today, as if they were afraid of me, as if they wanted to murder me? This really frightens me, it is so bewildering and upsetting. (Lu, 2005, p. 2)

In the excerpt above, the protagonist of a Madman's Diary initially had positive thought. However, this emotion didn't last long as his paranoia took over and made him suspicious towards the children. His demeanour turned from brave into frightened, signifying a shorter effect of positive emotion.

3. Emotions in Context

Holistic thinkers ties self with social context, creating a flexible and variable state of mind, bounded but adaptable. While analytic thinkers separate self from social context, creating a bounded and stable state of mind, free but focused. Easterners may regulate their emotions according to their surroundings, adapting with their surroundings reduce stress, yet failure to do so may result in rejection of any form of outside contact or stimulation. Whereas Westerners may regulate their emotions by focusing on themselves, stabilizing their emotions may help reduce stress, but inability to do so may result in a worsened mental condition.

> Suddenly I knew that the sound was not in my ears, it was not just inside my head. At that moment I must have become quite white. I talked still faster and louder. And the sound, too, became louder. It was a quick, low, soft sound, like the sound of a clock heard through a wall, a sound I knew well. Louder it became, and louder. (Poe, 2019, p. 67)

> The protagonist inability to stabilize his own emotion and focus on logical thought result in him losing control. That particular state of mind made him lose focus and gave way to his paranoia to take over and create vivid hallucinations of the old man's heart beating under the floorboard.
>
> > The sun does not shine, the door is not opened, every day two meals.
> > I took up my chopsticks, then thought of my elder brother; I know now how my little sister died: it was all through him. My sister was only five at the time. I can still remember how lovable and pathetic she looked… (Lu, 2005, p. 8)
>
> The protagonist's inability to understand his surroundings and adapt to it led to a dissonance between self and society, turning him into a recluse by refusing to interact with his surroundings as a way to cope.

The three aspects above help understands the mental condition and emotion of the protagonists in the short stories, their inability to discern reality and control their own emotion leads to a downward spiral that further worsened their condition.

Conclusion

Based on the findings above, it is concluded that the two short stories, "The Tell-Tale Heart" and "A Madman's Diary" share three same ideas: mental impairment, vivid ever-present hallucinations, and a downward spiral for the protagonists.

Mental impairment refers to the protagonist's psychosis and inability to think straight due to paranoid schizophrenia, the ever-present hallucinations refer to the hallucinations that altered their perception of reality, and the downward spiral refers to the degradation of their mental state and how it spiralled out of control as the result of their condition, effectively rendering them insane in the end.

Through the use of De Vaus's cultural system of thought, a further insight into the characters mind can be achieved. Using the East vs. West dichotomy in thought system help better understand the two different directions in which the protagonists of the stories took. Whereas the one in Poe's story mentally broke down after failing to control his own emotions and the one in Lu's story turned into a recluse after failing to connect to society.

Paranoid schizophrenia is a mental impairment that turn the lives those affected upside-down. It changed their thoughts and personalities, trapped them in a constant state of paranoia, and ultimately weakened their grasp on reality. Both stories help raise public awareness towards of the illness and served as an insight to the mind and everyday lives of those who are affected by it.

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Propaganda and Capitalism in the Novel *Parable of the Sower* by Octavia Butler

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Abstract

Literary works are written works that are made by the author's creative imagination. Generally, the author writes his literary based on what he feels, sees, or has been experienced in life that reflected the real-life situation. Although some of the literary works are fiction, we could find the issues inside the novel are the same as what issues occurred in everyday life that we could relate to. Therefore literary works are the portrayal of life depicted through characters, plot, and setting of the story (Aristotle in Davis, 2002:3). Furthermore, a literary work, as well as propaganda employed by people in their culture to teach a doctrine to others, is occasionally utilized by an authority or a group to convey the message to others. Propaganda, according to Gramsci (1971:367), is a power or dominance overvalues in life, norms, and cultural groups of individuals that finally becomes a doctrine of other communities where the group is knowingly followed. In accordance, this present study is aimed to analyze how are capitalism and social propaganda depicted in the *Parable of The Sower* novel. In this extend, this study shows how this novel encourages readers to prepare for a completely new future, one that will become terrible as a result of global warming because nothing is taken to stop it.

Keywords: Literary Work, Propaganda, Capitalism

Introduction

Literary works are written works that are made by the author's creative imagination. Generally, the author writes his literary based on what he feels, sees, or has been experienced in life that reflected the real-life situation. Although some of the literary works are fiction, we could find the issues inside the novel are the same as what issues occurred in everyday life that we could relate to. Therefore literary works are the portrayal of life depicted through characters, plot, and setting of the story (Aristotle in Davis, 2002:3).

Abrams (1981:61) defines a novel as a work of fiction that has essential components such as setting, story, characters, point of view, and so on. According to

Abrams, a book is formed in the center of society as an author's imaginative work and comments on social structure. It is a type of writing that is essentially a social institution that publicly expresses the author's viewpoint on current events. A book frequently depicts life as a documentary.

Furthermore, a literary work, as well as propaganda employed by people in their culture to teach a doctrine to others, are occasionally utilized by an authority or a group to convey the message to others. Propaganda, according to Gramsci (1971:367), is a power or dominance overvalues in life, norms, and cultural groups of individuals that finally becomes a doctrine of other communities where the group is knowingly followed.

Meanwhile, propaganda, according to Ellul (1965:62), is the manipulation and control of people's behavior and beliefs. It is a tool for establishing and planting specific beliefs in the community to garner favor for the ruling party.

Therefore, based on the several definitions above the author concludes that propaganda is a method or a way that could influence people's mindset or beliefs through speech, written works, or other media that are used to convey a message to the public. Through propaganda, people could change their beliefs or mindset about something or someone.

Meanwhile, capitalism according to Karl Marx (1818-1883): Capitalism is a method of production in which the means of production are owned by private individuals. Capitalists manufacture goods for the exchange market, and to remain competitive, they must extract as much labor as possible from employees at the lowest feasible cost. Therefore, capitalism is generally known as an economic system in which certain individuals or groups control the profit and the property to suit their interests, demands, etc. Capitalism is undeniably a key generator of modern-day innovation, wealth, and success. Trade and capital stock encourage firms to maximize efficiency, allowing investors to profit from expansion while customers benefit from cheaper pricing on a broader selection of goods that could impact the economic condition of the world, especially between the working class and the bourgeoisie.

Not to mention, dealing with propaganda that has been used to spread lies, rumors, false or correct information, or any other ideas that could influence the mindset of certain people. Therefore, literature is one of the best media that could be used to send a propaganda message to change people's opinions or manipulate people's ideas by rejecting or accepting certain beliefs, ideas, etc.

To conduct this study, the author uses two theories to support this study. The first theory is Marxism theory deals with capitalism. It's because Karl Marx, the man behind Marxism criticism, divides society into two classes based on their relationship to the process of production: a capitalist class and a proletariat class. A capitalist class that controls a means of production has authority over a proletariat whose livelihood is based on labor sales to capitalists. This leads to inequitable interrelationships, which frequently result in class warfare since capitalists desire cheap labor while proletarians demand a high wage. As a result, Marxism theory, particularly as it relates to capitalism, is utilized to explain the situation. The second theory is from Jacques Ellul. Because Jacques Ellul is one of the major figures of socialist theories. Propaganda persists and thrives; it is our modern society's Parasitic twin. Only in a technical society can there be anything of the volume and character of

modern propaganda, which will always be with us; and only via the all-pervading effects of propaganda will the technological society be able to hold itself together and spread further. Therefore, it is important to be aware of propaganda and capitalism.

Therefore, based on the explanation that has been given above the author of this study is interested to analyze how are capitalism and social propaganda depicted in the *Parable of The Sower* novel. The primary heroine, a little black girl named Lauren Oya Olamina, predicts the severe environmental effects that would befall the planet as a result of climate change in Octavia Butler's 1993 release. Lauren imagines a world full of global warming repercussions in her diary writings, 13 years before the topic became widely known. She aspires to make a difference in a world "where everything is so hazardous and wild" (Butler 7). The story attracts the attention of the entire world to the oncoming climate change, but it was difficult to grasp the significance of the book until the repercussions of global warming were apparent. Thus, People are currently demonstrating over fossil energy facilities that release carbon gases into the air, causing climate change. Lauren resides in Los Angeles in the mid-2020s, and the novel is set there. Climate change has wreaked havoc on this young girl's life, and she must be astute and gentle to survive. This book encourages readers to prepare for a completely new future, one that will become terrible as a result of global warming because nothing is taken to stop it. Thus, this makes the author interested to analyze the novel using Jacques Ellul’s theory and Karl Marx’s theory.

Theory And Method

Propaganda Theory

Propaganda is a method of influencing and emphasizing specific attitudes and actions via the seeding of thoughts and ideas. Of course, this cannot be accomplished in a short period since it necessitates a process in which the notion is implanted via indoctrination and behavioral changes to the desired object. We don't know what is right or wrong in propaganda, according to the author, who emphasizes that the substance of propaganda is how it should be believed by someone, which encourages that person to behave in line with the propaganda's aims.

As a result, propaganda is a deliberate and systematic effort to shape perceptions, manipulate the mind or cognition, and directly influence behavior to accomplish the propagandist's intended outcome. Whether the masses embrace or reject the propagandist's propaganda. Propaganda divides the communicator from the communicant since it is one-to-many communication. A communicator in propaganda, according to Ellul, is essentially a representative of an organization that seeks influence over the communicant group. It may be inferred that a propaganda communicator is a social control specialist. Each ruler of the nation, or those who seek to be rulers of the country, must employ propaganda as a social control mechanism, requiring a wide variety of technical abilities. Nelson (2006), p. 25.

Propaganda also uses several techniques to appeal to the emotion of its target instead of targeting their common sense or logic. The most common trope of the propaganda technique is persuasive which is used to convince the target to feel certain, think, and act following the intended goal of the propaganda itself. Meanwhile, the goal of the Propagandist (a person who spread the propaganda) is to spread the information to the target without them realizing the critical message behind the propaganda itself.

According to Elizabeth Briant Lee and Alfred McClung Lee, they mentioned there are several techniques of how propaganda is delivered. There are seven categories of propaganda techniques based on Elizabeth B. Lee and Alfred M. Lee which are:

1. Name Calling (Stereotyping)

Which is labeling certain individuals, ideas, or groups with a bad label by using a derogatory name. This is intended to act as a rejection of the ideas, beliefs, etc. without us realizing the actual meaning behind those names.

2. Glittering Generality (Glowing Generality)

This technique uses several catching phrases to attract the attention of its target. The phrases that are used are usually connected to certain valuable norms, beliefs, or any respected values in society which make the target convinced of the message of the propaganda even though there is not any information that supports the idea.

3. Transfer (Association)

Transfer technique or also known as Association is a technique that prominent good or bad qualities of a person, group, object, idea, or value to the target which aimed to make the target accept the idea or disprove certain ideas.

4. Testimonial Device

The testimonial technique uses an important figure mostly a well-known public figure or leader to support the message or the idea of a certain object, information, etc about its good and bad which is intended to influence the people's judgment without letting check the facts of the object, idea, or information by themselves.

5. Plain-folk

Plain-folk technique uses a figure which resembled the average folk which is intended to gain sympathy from the listeners to have a certain feeling that the speaker is believed to have the same relatable feeling with them.

6. Card Stacking

The card Stacking technique uses certain manipulation information such as beneficial facts about the product or idea to make the intended target believe that this

product, idea, etc. is better compared to the others. This technique also could be accomplished by discarding certain invaluable information or using testimonials.

7. Band-Wagon

The band-wagon technique is a quite general technique that is used to spread propaganda by using a method that involved an individual or group to convince the intended target that they should follow the individual or group perspective using appeal emphasis to highlight that the target will miss out on something good if they did not follow.

Marxism

Karl Marx's conceptual conception of Marxism, which was introduced by the German philosopher Karl Marx, is the basis for Marxism's literary theory. Marx, on the other hand, contends that all mental (ideological) systems are the product of actual social and economic activity. Material interests of the dominant social class impact people's perspectives of human existence, both individually and collectively. The legal system, for example, is not a pure manifestation of human or divine reason, but rather a reflection of the ruling class's objectives in certain historical periods (Selden, 1997:89).

Also, Marx stated the way the bourgeoisie controls the proletariat through a system called capitalism. According to Karl Marx, capitalism is a system that alienates the proletariat or the working class from their surplus. He argued that, while workers produce goods for the market, market forces, not workers, are in charge of the outcome. People must work for capitalists who control the means of production and wield authority in the workplace. The most fundamental aspect of capitalism, according to Marx, is the division between control of the means of industry (capitalists or bourgeoisie) and semi of the mode of production (workers, laborers, or proletariat). These classes are in close conflict with each other.

Findings and Discussions

It is revealed early on in the book that Lauren suffers from hyper-empathy, a hallucination that leads the patient to think they can truly feel other people's suffering. In that regard, Lauren is imprisoned by the circumstances of both her immediate surroundings and those around her. She can't help but sense other people's suffering, and in a dystopian setting, her existence is intimately entwined with that of others around her. She is compelled to try to create a paradise out of an unworkable social environment, however, via somatic dystopia. Even while Sower is a work of fiction, it also contains subtly political messaging. Butler humanizes the horrors of ecological collapse, widespread sexism, religious extremism, and a collapsed economy by putting Sower in a dystopian world and having Lauren experience the breakdown of her civilization firsthand. It makes the novel more approachable and the protagonist more likable by allowing Lauren Olamina's body to serve as yet another location through which to experience the horrors of her existence. Transfer linkage is

the term used in propaganda to describe the process of making two subjects intertwine in the mind of the observer. The reader finds it impossible to distinguish between Lauren and her environment in this situation, thus the suffering of the world becomes (in Lauren's case, quite literally) the suffering of the individual (Bernays, 1928, pp. 129-134 and pp. 161-168).

The story of "Parable of the Sower" is told via the diary entries of its main character, Lauren Oya Olamina, a fifteen-year-old black girl who resides with her family in one of the walled communities. People have altered the global environment, she says. They are currently looking forward to the return of the past. She sees Donner as "a symbol of the past to hang onto while we're driven into the future," and she has little faith in him. As an alternative, she prepares herself to live in that future. She used BB guns to hone her aim. She amasses texts and maps about Native Americans' utilization of plants. She creates her own set of beliefs, which she dubs the Darwinian religion Earthseed. When the time comes for Lauren to leave her fortified neighborhood, she heads west toward the 101 Freeway and joins a torrent of displaced people that is flowing north. It's a risky crossing, made further worse by Lauren's "hyperempathy," a forbidden condition that makes her feel other people's suffering.

Enviromental Hazzard

As a warning to the reader, Butler skillfully combines the various actual social and environmental traumas. Butler's goal is not merely to write a book about the end of the world as we know it or to paint a convincing picture of a troubled America. Through Lauren and her efforts to infuse American society with dignity and peace, Sower paints a picture comparable to a terrifying societal inevitability and offers a potential solution to the post-modern era's difficulties. The Los Angeles premiere of "Parable of the Sower," Octavia Butler's eighth book, takes place in 2024. Drought and rising sea levels are the results of global warming. The working class and middle class reside in gated communities where they use fences and weapons to keep the homeless at bay. Fresh water is important and in short supply. Pharmaceutical corporations have developed "smart medicines" that improve cognitive function and "pyro," a medication that simulates the erotic thrill of setting something on fire. It often burns. Although police services are expensive, few individuals have confidence in them. Both public schools and entire communities are being privatization. In this environment, Christopher Donner, a presidential candidate, wins the election on the strength of his pledges to slash government spending and create new jobs.

There are several programs that constantly encourage people to take action to protect natural resources in the modern world. However, despite these awareness-raising initiatives, people continue to be exceedingly wasteful and careless. The Parable of the Sower made clear that the same situation existed since individuals were to blame for the problems in that dismal society. Since people in Butler's tale do not regard their environment, the deterioration becomes worse every day. Butler shows the connection between environmental and social degradation, for instance, by depicting the heavily saturated, salty sea and portions of the land eroding into the ocean. In the Parable of the Sower, fires in California devastate the environment

and deplete vital resources. For instance, the loss of valuable agricultural land increases selfishness since there are less food supplies available. This egocentric conduct fosters a toxic social climate that is rife with mistrust and dread, where some people hoard resources for themselves while leaving others without any. As a result, people's disregard for environmental protection results in a degraded society where some individuals exploit others due to the scarcity of resources.

Bildungsroman In The Parable Of The Sower

Butler suggests that the problems the world is presently facing will only get worse due to the climate. The only way to make it through the suffering is to treat everyone with respect, maintain your civility, and find peaceful ways to settle disputes. All of these initiatives demand that every member of society be tenacious in their commitment to a setting that is cozy for everyone who lives there. Everyone may make a substantial contribution to this resilience by being compassionate and cultivating supportive connections. Because Christians and traditionalists disagree on what God is, Lauren lives in a setting where there is conflicting information regarding God's essence. Lauren's father, for instance, is one of those who rejects God (Butler 16). But the little girl decides against adopting her father's viewpoint and instead forms her own, departing from the conventional understanding. She leaves their gated society and makes an effort to confront the numerous challenges of the outside world in order to bring about change. Lauren experiences various changes on her voyage, which influence her search for independence. Lauren is a metaphor for individuals who are willing to explore a new environment in order to address societal problems.

Marxist In The Parable Of The Sower

Butler's various communities are governed by Darwinian principles such as parasitism, power struggles, dominance of the weak by the strong, and others. This framework allows for both suffering and hope, idealism, love, bravery, and compassion. It also allows for an outsider to question the status quo, overthrow the dictator, and seize power. The main protagonists have done their best, but there is no happy ending rather, the world (wherever it is) remains morally and ethically unaltered.

According to Octavia Butler's "Parable of the Sower," economic imbalance between the poor, middle class, and affluent class leads to a gloomy future. "Inequality for everyone" investigates how social classes including the upper, middle, and lower classes might be impacted by economic inequality. Octavia Butler speculates that this societal phenomena may soon take on a new shape in her book Parable of the Sower. The expansion of the authority of large corporations may exacerbate poverty and result in the slavery of workers. Butler focuses readers' attention to the enslavement that currently exists and that some women suffer in marriage, in addition to prospective financial servitude. This essay will give an overview of the book, analyze the characters, and talk about the societal problem of contemporary slavery. To determine whether there is a context for the establishment of neo-slavery, it will contrast the author's futuristic vision with current issues.

One of the novel's key themes is the issue of slavery. The tale of Emery Solis, who was made to work for the company, illuminates the idea of debt slavery. The business's employees were paid "in company scrip, not in cash," and they "had to pay for food, for clothes" (Butler ch. 23). Their options were constrained because they could only use their earned coupons at the company store. Additionally, because employees were enslaved by the business and could not leave their employers if they owed them money, their "wages... were never quite enough to pay the bills" (Butler ch. 23). They might be detained, disciplined, or "traded and sold with or without their agreement, with or without their families," according to this (Butler ch. 23). The book also includes a description of the city of Olivar, which was acquired by the KSF firm and later developed into a slave-holding bastion. People there were willing to put up with their awful circumstances in exchange for security, steady job, and food. As a result, Butler believes that someday, powerful corporations may enslave people and take away their freedom. The bourgeoisie maintaining their power by propaganda and using law manipulation to stay at the top.

Women like Zahra Moss are a problem on the opposite side of slavery. Her spouse had the impression that he was amassing women like trophies. If he had the money to feed them, Butler claims that "he could pick up twenty ladies like that" (ch. 4). Zahra was often treated like a property by Richard Moss, who forbade her from getting an education or traveling anyplace she desired. Butler appears to believe that women will continue to experience gender prejudice in the future because she includes the character of Zahra in her book.

Marriage slavery is not a new issue because it has been around for a long time. In fact, it is anticipated that this problem will be resolved in the future, heralding the development of gender equality. However, some women's spouses still treat them like servants. According to Frazier, "slavery and its aftermath continues to impact all of our current lives and leak into the future" with reference to the position of Black women (69). (69). Due to this, the issue of female slavery, which dates back centuries, still continues. Butler's predictions in the book are likely to come true at some time given the current situation. Is that what the future holds, a huge populace enslaved to the type of enslavement envisioned by President-elect Donner or Richard Moss? Lauren kept a journal. (ch. 4). If governments permit companies to have uncontrolled power and individuals do not reassess their morality, then this future, albeit gloomy, may be what people have to look forward to.

Law Manipulation & Class Supression

Through the implementation of laws that "suspend 'overly restrictive' minimum wage, environmental, and worker protection laws for those employers willing to take on homeless employees and provide them with training and adequate room and board," the government allows the privileged to profit from the poor living in unstable environments (Vargas 21). In light of this, The Parable of the Sower essay demonstrates that Lauren is well cognizant of the fact that such rules would never work to aid the least fortunate (slaves of the rich).

Lauren believed that the legislation will simply increase the oppression of the poor by the bourgeoisie. " Will it be lawful to poison, mutilate, or infect individuals as long as you provide them access to food, drink, and a place to die?" she wonders.

(30 Butler). The Butler shows how corrupt society is, especially when considering the author's personal experiences with her family.

The reader is left in awe of the extent of suffering that pure African immigrants had to endure when Lauren says, "I'm trying to learn whatever I can that might help me survive out there" (Butler 58) and counsels Joanne to try "anything that helps you learn to live off the land and defend ourselves" (Butler 59). This is crucial, especially in light of the difficulties Lauren faces as an African-American while maintaining a modest way of life. It must have been terrible in Butler's world.

Conclusion

In conclusion, Octavia Butler's dystopian book is not only an eye-opener for readers since it discusses the societal problem of slavery, which is resurfacing in the modern world. This issue has taken on a new form as the planters of the past have evolved into the owners of huge corporations that take advantage of people carelessly. Butler cautions that as a result, either corporate giants or tyrannical men may enslave humanity in the future.

The Parable of the Sower study demonstrates, contextual interpretation of the narrative is similar to a genuine account of Butler and her family' problems with menial employment; for example, Butler's father was a shoeshine. On a worse scale, Butler's mother and grandmother are exploited by others and forced to labor in conditions that are perhaps best characterized as slavery.

The Parable of the Sower makes pointed political observations about political regimes' inability to enact laws that guarantee fundamental human rights to all human races, which makes Butler's race situation problematic especially when the trend is predicted for the years after 2024, when the book opens.

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The Use BBC Learning English To Improve Listening Skills For 8 Grade Students at SMPN 8 Bandar Lampung

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Abstract

At this time, there are mang ways to improving out listening skills. One of them is by using BBC Learning English. By using this BBC Learning English, we can improve our listening skills in any places, an any time. With technology that is increasingly developing, and it will be very easy to teachers or students to implement this listening skills. By using BBC Learning English, students can understand the ways to improve their listening skills with watches the video or the material that already available in BBC Learning English. The video mau contain of learning material, and it can also contains with task instructions. And students are also expected to continued to complete their task or homework. This is so that students can expand the learning concepts that they have learned durinh using BBC Learning English. And as a language teacher, it is very suitableb for us to usinh this BBC Learning English. All of this, because of the enormous for both teachers and students, because the time to di this is more interactive.

Keyword : Listening Skills, BBC Learning English

Introduction

English is the most spoken language in the world, and it is the third-most spoken native language in the world, after Standar Chinese and Spanish. English is the majority native language in the United Kingdom, the United States, Canada,

Australia, New Zealand, and the Republic of Ireland, and is widely spoken in some areas of the Caribbean, Africa, South Asia, Southeast Asia, and Oceania. It is the most widely learned second language and is either the official language or one of the official languages in 59 sovereign states. There are more people who have learned English as a second language than there are native speakers. There is much variability among the many accents and dialects of English used in different countries and regions in terms of phonetics and phonology, and sometimes also vocabulary, idioms, grammar, and sppeeling, but it does not typically prevent understanding by speakers of other dialects and accents, although mutual unintelligibility can occur at extreme ends of the dialect continuum.

Learning English is what people do when they want to use the English language. Language are taught in language departements and commissioned from external institutions. A lot of people learn English at school, where English is a common subjects. Many people also want to spend their own personal time to learn English. Some of these people may not know any English, where others will have learned some English in school, and will want to advance their knowledge of it. It is common for specialist students to be taught within an academic language department while non-specialist students are more likely to be taught by language centre staff. It is noticeable that there is often little cooperation between language centres and language departments with the former being seen as providers of language teaching while the latter are often more concerned with the teaching of the literature, culture, history, politics, etc. In language learning, we often talk about language skills and language systems. This language skills include, speaking, listening, reading, and writing. Language systems include vocabulary, grammar, and pronouncation.

Listening is hearing what others are saying, and trying to understand what it means. A person who receives and understands information oor an instruction, annd then choosen not to comply with it or not to agree to it, has listened to the speaker, even though the result is not what the speaker wanted. Listening begins by hearing a speaker producing the sound to be listened to. People are always hearing, most of the time subconsicously. Listening differs from obeying. And listening is done by choice. It is the interpretative action taken by someone in order to understand, and potentially make sense of, something one hears. The act of listening involves complex affective, cognitive and behavioral processes. Affective processes include the motivation to listen t others, cognitive processes include attending to, understanding, receiving and interpreting content and relational messages, and behavioral processes include respondeing to others with verbal and nonverbal feedback.

Listening is a skill for resolving problems. Poor listening can lead to misinterpretations, thus causing conflict or a dispute. Other causes can be excessive interruptions, inattention, hearing what you want to hear, mentally composing a response, and having a closed mind. Listening also functions rhetorically as a means of promoting the cross- culture communicative discourses. Ratcliffe built her argument upon two incidents in which individuals demonstrated a tendency to refuse the cross-cultural discourses. Listening is also linked to memory. According to one study, during a speech some background noises heard by listeners helped them recall some of the information by hearing it again. For example,when a peson

reads or does something else while listening to music, he or she can recall what that was when hearing the music again later.

Along with speaking, reading, and writing, listening is one of the four skills of language learning. All language-teaching approaches, except for gammar translation, incorporate a listening component. Some teaching methods, such as total physical response, involve students simply listening and responding. People are usually not conscious of how they listen in their first, or native, language unless they encounter difficulty. A research project focused on facilitating language learning found that L2 learners, in the process of listening, make consicius use of whatever srategies they unconsciously use in their first language, such as inferring, selective attention or evaluation.

A distinction is often made between intensive listening, in which learners attempt to listen with maximum accuracy to a relatively bried sequence of speech, and extensive listening, in which learners listen to lengthy passages for general comprehension. While intensive listening may be more effective for developing specific aspects of listening ability extesive listening is more effective in building fluency and maintaining learner motivation. The relationship between second language listening and a range of tasks, it was discovered that listening anxiety played a major factor as an ostacle against developing speed and explicitness in second language listening task. Additional research explored whether listening anxiety and comprehension are related, and as the investigators expected they were negatively correlated.

Listening may be considered as a simple and isolated process, but it would be far more precise to perceive it as a complex and systematic process. It involves the perception of sounds made by the speaker, of intonation patterns that focus on the information, and of the relevance of the topic under discussion. And active listening involves listening to whatever is being said, attempting to understand it. It can be described in a lot of ways. Active listening requires good listeners who are attentive, nonjudgemental, non- interrupting. An active listener analyzes what the speaker is saying for hidden messages as well as meanings contained in the verbal communication. An active listener looks for nonverbal messages from the speaker in order to cmprehend the full meaning of what is being said.

Active listening is an exchange between two or more individuals. If they are active listeners, the quality of the conversation will be better and clearer. Active listeners connect with each other on a deeper level in their conversations. Active listening can create a deeper, more positive relationship between or among individuals. In active listening, one must be willing to hear what is being said and try to understand the meaning of whatever has been said. Multiple benefits can accure from active listening. Being an active listener enacles one of the become a moore effective listener over time. It also strengthens one of leadership skills in the process.

Active listening is important in bringin changes in the speakers perspective. Clinical research and evidence show that active listening is a catalyst in one personal growth, which enhances personality change and group development. People will more likely listen to themselves if someone else is allowing them to speak and get their message across. Active listening allows for individuals to be present in a conversation. Listening is a key factor in culticating relationships because the more we understand the other person, the more connection we create.

The mastery of listening skills in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their listen language proficiency. Listening skills have hardly been neglected in EFL/ESL courses, though how best to approach the teaching of listen skills has long been the focus of listening. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of listen interaction to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.

From definition above the writer concludes that listening is one of four skills of English to express opinion, idea, thought, our feeling and etc to the other people, with listening the people can communicate each other so, the people especially the students have to mastery this skill because this is listen skill that very important for second language learner or foreign language learner to communication in their live. Without listening we can not express what we want to express and it is make people difficult to communicate with other and will caused bad relations

In learning listening, students commonly have problems to understand the spoken in English. When students learn listening, it's hard for them to comprehend the main idea, major points, and important details related the main idea. Comprehesion of all details is not necessary. To recognize the function or purpose of a speaker's statement, that we must learn about the speaker's attitude and degree of certainty. And also recognize the organization of information presented. That we must understand the relationship between ideas presented. It can make inferences and draw conclusions based on what is implied in the material.

We can use listening skills for do that activity. Listening is hearing what others are saying, and trying to understand what it means. And listening is also linked to memory. According to one study, during a speech some background noises heard by listeners helped them recall some of the information by hearing it again. Listening also have an functions rhetorically as a means of promoting the cross-culture communicative discourse. The act of listening involves complex affective, cognitive processes include attending to, understanding, receiving and interpreting content and relational messages, and behavioral processes include responding to others with verbal and nonverbal feedback.

And when students learn listening, they assume all of the material that they prepared will be worked perfectly. Assume that the expert and the audience knows less than you. Assume you are more important than the audience. Assume the audience will not care about your appearance. And also assume the audience will forgive you if you mispronounce the name of your host and the organization that asked you to speak. It because speaking is often considered a "soft-skill", that is less important than other business or life skills.

BBC Learning English is the most popular one, that people always use. By using the application or search on the website. BBC Learning English is a department of the BBC World Service devoted to English language teaching. The service provides free resources and activities for teachers and students, primarily through its website. It also produces radio programmes which air on some of the BBC World Service's language services and partner stations. And it has won numerous awards, including

two Eltons from the British Council and an English Speaking Union award for innovation in English language teaching. By using this BBC Learning English, we can learn English with these free learning English videos and materials from BBC Learning English. This site will help you learn English and improve your listening, speaking, and reading skills. BBC Learning English offering free audio, video and text materials to learners around the world. Many materials are delivered as full length courses, but each component of the course is standalone and can be studied on its own. This means the learners can choose the best way to study for them, by following a full course or by following the individual materials most appropriate to them.

To give attention to someone or something in order to hear him or her or it. We can use listening skills for do that activity. Listening is hearing what others are saying, and trying to understand what it means. And listening is also linked to memory. According to one study, during a speech some background noises heard by listeners helped them recall some of the information by hearing it again. Listening also have an functions rhetorically as a means of promoting the cross-culture communicative discourse. The act of listening involves complex affective, cognitive processes include attending to, understanding, receiving and interpreting content and relational messages, and behavioral processes include responding to others with verbal and nonverbal feedback.

In this modern life, has so many method that we can use for improve our listening skill. One of them is, by using some application that we can download it in our phone or laptop, or we can search it on the website on the internet. A lot of application or website you will be find on internet. BBC Learning English is the most popular one, that people always use. By using the application or search on the website. BBC Learning English is a department of the BBC World Service devoted to English language teaching. The service provides free resources and activities for teachers and students, primarily through its website. It also produces radio programmes which air on some of the BBC World Service's language services and partner stations. And it has won numerous awards, including two Eltons from the British Council and an English Speaking Union award for innovation in English language teaching.

By using this BBC Learning English, we can learn English with these free learning English videos and materials from BBC Learning English. This site will help you learn English and improve your listening, speaking, and reading skills. BBC Learning English offering free audio, video and text materials to learners around the world. Many materials are delivered as full length courses, but each component of the course is standalone and can be studied on its own. This means the learners can choose the best way to study for them, by following a full course or by following the individual materials most appropriate to them.

Student can improve their listening skill by using BBC Learning English. Even more, in BBC Learning Engslish has a lot of videos. That students can watch and listen, and they can do the mini exercise for improve their skills. Especially students, they love listening, video, songs, etc. Because their love with listening, they want to use BBC Learning English to improve their listening skills. BBC Learning English is very complete, there are a video, explaination, exercise, and othes. It cann use for students, because it is free. Student don't pay again for learn with BBC

Learning English, especially if they want to improve their listening skills. It also can be new idea for teachers. For have a new style for teaching students. In this modern life. we as a teachers must follow the new transformation. Student are like to watch and listen, so we as a teachers must try or must have to follow that students want to learn, follow their like.

Theory and Method

This research is aims to find out about the use of BBC Learning English to improve students listening skills. And to consider the usefulness of BBC Learning English for 8th graders at SMPN 8 Bandar Lampung, this study uses classroom action research. This classroom action research is a research method that can be used or done by the teacher, researcher, and etc. With the involvement of a group of students related to the lesson. For this research are involves the data observation toward teaching listening by using BBC Learning English and will be analyze through 2 cycles in action. And use 4 steps in a cycle, they are planning, action, observation, and also reflection.

This research will conduct at SMPN 8 Bandar Lampung which is located at Jl. Bumi Manti II No. 16, Kampung Baru, Kec. Kedaton, Bandar Lampung City, Lampung, 35141. And this subjects in this study is eight grade students at SMPN 8 Bandar Lampung. Subject of the research will not be chosen randomly. The selected classes are VIII A, VIII B, and VIII C. From three classes, they are 32 students in one class, and the total students from three classes are 96 students.

This research are used a classroom action class, it is the appropriate method that use in this research. This study emphasizes students to be able to improve their listening skills very weel. And by using or watches the videos that are already available on BBC Learning English. It use to improve students listening skills and to determine the students skills by using BBC Learning English.. And the learning process to this several objects in order to obtain relevant data according to the students. And to obtain this data, the researchers are give the material, pre-test, and also post test about listening, and also show the BBC Learning English to students. And the several steps that the researchers are use for do this research, is including :

1. Material

   Students are given an material about Giving Instruction and also Music or Song. And also, they are watch the videos that are already available on BBC Learning English. In Giving Instruction material, students are learn about definition, social functions, characteristics, types, formula, and example. And in Songs material, they also learn about the definition, social functions, characteristics, types, and also example. After that, they can watch the video from BBC Learning English. They can use the applications or search the website on the internet.
2. Pre – Test

After give an material to students. The researchers are give an pre – test or exercise to students, about the material that already given by researchers. And when do the pre – test, it will be do it step by step. It's not about all material when students do pre – test. And the material that already the researchers give is Giving Instruction, Songs, and also watch the videos using BBC Learning English. In this sections or in pre – test, students able to remember the material that already explain or given by the researchers.

3. Post – Test

   In this section, the researchers are give an post – test to students. To improve their memories about all the materials that already given by researcher. In post – test, the question it's all of the materials. The researchers made a question about Giving Instruction, Songs, and also abou the videos. And the students must answers all the questions that already given by the researchers.

And that is the research method that the researcher are use for found the data for their research. And minority of researcher are use this method or the step, to get or to found the data from people that can helped them to do the research. By given students an material, pre – test, and also post – test. We as a researchers can got the data from that methods or steps.

Findings and Discussion

Data collection techniques is the way to collect data used in this research. And for collecting data, researcher are used listening test, observation, and focus group interview.

1. Listening Test

   In this listening test, students will listen about the video or audio that researcher give to the students, and their will give the opinion for something on the video or audio that they heard. Or answer the question that researcher give to the students. And it will be assessed by their their memory, responsiveness, and fluency.

No	The Functions of Language	Elements	Total of Questions	Number of Questions
1.	Giving Opinion	Memory	1	1
		Responsiveness		
		Fluency		
2.	Answer Questions	Memory	1	1
		Responsivness		
		Fluency		
	Total		2	2

2. Observation

The purpose of observation it to gain a better understanding of how social events in the language classroom are carried out. Students activities in English Language teaching and learning are the objects of the classroom observation. And to make it more systematic, the researcher are used in a pre – test or post – test observation, which included a list of students activities as well as any responses or evennts that might occur. The purpose of this observation is to see and learnn about the state of the class and the students. It can be the students motivation, from their difficulties, their problem, and their understanding about the material that teacher or researcher give to the students.

3. Focus Group

The main goal of conducting an interview is to gather information and responses which are valuable. And for saving time for to do the interview. We can use focus group, which is same with interview. But it more focused with a group of students.So the researcher not do the interview one by one, because it will be take more time. But, if se focus group, it will be save the time. The researcher can also got the data by do this interview, without take the time too long.

4. Data Analysis Technique

The data from this observation are group based on their behavior and response that can be taken as a clue or indicator for students activeness when the listening technique introduced. The data analysis technique employed in this study and the group instruments used to gather the data. In qualitative research, data analysis approach includes in-depth interview, document analysis, observation, and audiovisual material analysis. And data of this research came from interview with focused group, observations, document review, and audiovisual review, which was gathered trough several techniques of data analysis.

Conclusion

From all of the research that the researchers have made. Listening skills are important for all people, especially students and teachers to improve this skills. Listening skills can help the learners to give attention to someone or something in order to hear him or her or it. Or maybe it can use when do the activity, such us listening music or watch the video. Listening is hearing what others are saying, and trying to understand what it means. And listening is also linked to memory and some information that already heard in the past or just already do it. When do the research, the researchers also give the students the material, pre – test, and also post – test. It mean or it can use, for data that the researchers already need it. Students can undestand about the new material, and the researchers got data from doing this research. And with following the new transformation, that already had in this world now. Like the example is, the internet that we can use for search anything that we want, learning something new, and etc. It's easy for us to learning something, if we have a need to learn.

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TPACK in Practice: A Study on In-Service EFL Teachers' Technology Integration Knowledge

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Abstract

Indonesia is now in the industry 4.0 era in which technology has shifted the way people do their activities, including in the field of education. Technological Pedagogical Content Knowledge or TPACK is developed as the framework to integrate technology with teaching. In the light of the important role of teachers to implement technology in teaching and learning process, this study was conducted to find out the in-service English teachers' technology integration through TPACK-EFL framework and the implementation of their technological content knowledge in their teaching. The finding showed that the in-service English teachers participating in this study knew how to create an effective learning and teaching atmosphere in his/her English language classroom and to blend content and pedagogy for developing better teaching practices. However, when it comes to the integration of technology, in addition to the in-service English teachers who claimed having good competent in English, knowing the technology, and integrating it in their teaching, there were also the participants who admitted themselves as not highly competent in integrating technology into their English teaching with sound pedagogy. Additionally, the participants who acknowledged the importance of technology were those who included the use of technology in their lesson plans and implemented it in their teaching. This finding suggests the need to provide the in-service English teachers with technology they can apply in their teaching to help them keep up with the rapid development of Information and Communication Technology (ICT).

Keywords: TPACK, lesson plan, Indonesian in-service English teachers, Teacher Professional Education Program (*Pendidikan Profesi Guru*)

Introduction

Indonesia is now in the industry 4.0. It is the phase where technology revolution changes the way people do their activities (Yahya, 2018). In the field of education, for example, technology has changed the way teachers do their routines; the use of *Google Docs*, an application including a word processor, a spreadsheet, a presentation package and a form designer (Firth & Mesureur, 2010), helps teachers create a variety of documents such as blog posts, articles, class notes and simply send a link to colleagues as well students to share the documents with them (Judd, Attebury, George, Marcum & Montgomery, 2008).

To achieve 4.0 education for Indonesia, *International Symposium on Open, Distance and E-Learning 2018* (ISODEL) held by the Center of ICT of Indonesian Ministry of Education and Culture has resulted in the following points: focusing the strategy and technique of learning on students, taking the advantage of digital technology, applying innovative approach, being ICT literate for both teachers and students, and involving parents and community in the education process (Indonesian Ministry of Education and Culture, 2018). These show how important it is for teachers and students to be technologicaly literate so that they can use technology to support their teaching and learning activities. The need to use and integrate ICT in the process of teaching and learning has also been underlined by the Indonesian Ministry of Education and Culture (2007a, 2007b, 2009).

Eventhough it is important for both teachers and students to be technologicaly literate, it is the teachers who are expected to be a step ahead in using and integrating technology so they are able to help and guide their students in their learning process. This implies that teachers need to be provided with technological skills. However, while providing teachers with technological skills is important, it is also important to educate them on how to use the skills to support learning (Bosch & Cardinale, 1993). Moreover, the degree of success teachers have in using technology for instruction could depend in part on their ability to explore the relationship between pedagogy and technology (Okojie, Olinzock & Okojie-Boulder, 2006).

Pedagogy, content and technology, plus the relationships among and between them are three core components at the heart of good teaching with technology and these three knowledge bases form the core of the Technology, Pedagogy, and Content Knowledge (TPACK) framework which is brought into play by teachers any time they teach by simultaneously integrating knowledge of technology, pedagogy and content (Mishra & Kohler, 2009). TPACK is in accordance with the learning principles of the Teacher Professional Education Program or *Pendidikan Profesi Guru* (PPG) that Indonesian government has conducted for the in-service teachers. The aim of Teacher Professional Education Program as stated in the Regulation of Indonesian Ministry of Education and Culture No. 8/2009 is to have teachers who are competent in planning, conducting and evaluating students' learning as well as following up the results of the evaluation, guiding and training students, conducting research and developing their profesionalism continuously (Indonesian Directorate General of Higher Education, 2017).

During the Teacher Professional Education Program, the in-service teachers study the academic material comprising of pedagogic and content materials and they also do the teaching practice at schools. As stated in the guideline book of conducting the Teacher Professional Education Program, the teaching and learning of the content materials should be associated with the principles of TPACK because the curriculum of the Teacher Professional Education Program is not a subject-matter curriculum, but an activity-based curriculum or an experience-based curriculum (Indonesian Directorate General of Higher Education, 2017). Therefore, the implication is that the teaching and learning in the Teacher Professional Education Program focus on activities (i.e., writing lesson plan, micro teaching practice) as the implementation of TPACK concept. Considering the requirement of TPACK in the teaching and learning process of the Teacher Professional Education Program, this present study was designed, with the aims to find out the in-service English teachers' technology integration through TPACK-EFL framework and the implementation of their technological content knowledge in the teaching practice they conducted as part of the requirement for the completion of their Teacher Professional Education Program.

Theory and Method

This study was conducted at the Faculty of Teacher Training and Education at one state university in Indonesia. The 72 participants of this present study were the in-service English teachers participating in the Teacher Professional Education Program which were conducted and financially supported by the Indonesian government to help the teachers to obtain the certification.

This present study used the TPACK-EFL Survey (Baser, Kopcha, & Ozden, 2015) as the instrument to collect the data. This questionnaire helped to determine the participants' TPACK knowledge concerning subject-specific pedagogies and technologies especially in EFL or English as a Foreign Language. The TPACK-EFL Survey comprises of 39 items which are as follows: 9 items of Technological Knowledge; 5 Content Knowledge; 6 Pedagogy Knowledge, 5 Pedagogical Content Knowledge, 7 Technological Pedagogical Knowledge, 3 Technological Content Knowledge, dan 4 Technological Pedagogical Content Knowledge. The internal consistency of the questionnaire was calculated and was considered satisfactory (Fraenkel & Wallen, 2008) since reliability coefficient of each domain was above .70. The participants stated their responses by selecting the options from the nine-point rating scale ranging from '*nothing/ none*' (1) to '*very little*' (3) to '*some*' (5) to '*quite a bit*' (7) to '*a great deal*' (9). Descriptive statistics were applied to analyze the quantitative data.

In addition to the questionnaire, the data were also obtained from the lesson plans designed by the participants in order to find out the use of technology as they described in the learning activities within the lesson plans. The lesson plans were analyzed by referring to the *Technology Integration Observation Instrument* or TIOI (Harris, Grandgenett & Hofer, 2010) which is developed to assess the quality technology integration in an observed lesson. The 6 domains of TIOI has 6 domains

include the following: 1) *Curriculum goals and technologies*; 2) *Instructional strategies and technologies*; 3) *Technology selection(s)*; 4) *Fit*; 5) *Instructional use*; and 6) *Technology logistics* (Harris, Grandgenett & Hofer, 2010, p. 3840). Each domain is represented by 4 points with its own description. For example, for the domain *Curriculum goals and technologies*, a participant gets 1 point if "Technologies used in the lesson are not aligned with one or more curriculum goals" and gets 4 points if "Technology used in the lesson are strongly aligned with one or more curriculum goals". The first four domains refer to plans for instruction, while the last two domains refer to the implementation of a lesson plan. Likewise, in this present study, the first four domains were for assessing the lesson plans made by the participants, while the last two domains were for evaluating the implementation of the lesson plans in their teaching activities. In this present study, the lesson plans selected for the analysis were the lesson plans made by the in-service English teachers who had the average TPACK response value of 8 and above.

Findings and Discussion

Description of TPACK-EFL

The first objective of this present study was to find out the in-service English teachers' technology integration through TPACK-EFL framework. The data obtained from the participants' responses to the questionnaire were analyzed statistically to determine the means and the standard deviations and the results were presented in Table 1.

Table 1. Description of Participants' TPACK

No	Domains	N	Mean	SD
1	Technological Knowledge	72	6.30	1.392
2	Content Knowledge	72	6.79	1.007
3	Pedagogical Knowledge	72	6.82	1.043
4	Pedagogical Content Knowledge	72	7.11	1.043
5	Technological Pedagogical Knowledge	72	6.60	1.291
6	Technological Content Knowledge	72	6.14	1.592
7	Technological Pedagogical Content Knowledge (TPACK)	72	5.68	1.653

The participants selected responses from the nine-point rating scale ranging from *'nothing/none'* (1) to *'very little'* (3) to '*some*' (5) to *'quite a bit*' (7) to *'a great deal'* (9). Table 1 shows that the highest mean score of the domains was Pedagogical Content Knowledge (M=7.11; SD=1.043) which was between "7-quite a bit" to "9-a great deal", but it was closer to "7-quite a bit". Referring to Mishra and Koehler's descriptions (2006) of TPACK, it was suggested that the in-service English teachers participated in this present study considered themselves competent both in English language as their subject matter or content area as well as in methods and process of teaching, such as classroom management, assessment and student teaching. This conclusion was supported by the mean scores of both Content Knowledge (M=6.79; SD=1.007) and Pedagogical Knowledge (M=6.82; SD=1.043) which were higher

than Technological Knowledge (M=6.30), Technological Pedagogical Knowledge (M=6.60), Technological Content Knowledge (M=6.14), and Technological Pedagogical and Content Knowledge (M=5.68). According to Shulman (1986), qualified teachers master not only the Content Knowledge and Pedagogical Knowledge, but also the combination of them, that is, Pedagogical Content Knowledge. For an English teacher, Content Knowledge covers his/her understanding of the linguistic components (phonetic, phonology, morphology, semantics, syntax, socio-linguistics, pragmatics), second language acquisition, cross cultural awareness, and the four language skills (Reading, Writing, Speaking, and Listening) (Richards, as cited in van Olphen, 2008). Meanwhile, Pedagogical Knowledge for an English teacher is concerned with the teacher's knowledge in creating an effective learning and teaching atmosphere in his/her English language classroom for all students (Guerriero, 2014). In the Indonesian educational context, Content Knowledge and Pedagogical Knowledge refer to what is stated in the Law No. 14/2005 about Teacher and Lecturer and the Indonesian Government Regulation No. 74/2008 about Teacher's Professional Competence and Pedagogic.

Pedagogical Content Knowledge comprises of teacher's knowledge of teaching approaches that are in accordance with the material; representation and formulation of concepts, pedagogical techniques, knowledge of what makes concepts difficult or easy for students to learn; information about students' prior knowledge or what students already know; knowledge of teaching strategies that incorporate appropriate conceptual representations to help students overcome difficulties and misunderstandings so that they can gain meaningful understanding (Mishra & Koehler, 2006, p.1027). The application of Pedagogical Content Knowledge in English language teaching, for example, is the strategy the teacher applies in teaching students to speak English communicatively. Another example of Pedagogical Content Knowledge in English language teaching is how to know the students' reading level so that the difficulty level of the reading materials given to the students match with their reading level.

However, the mean score of the participants' Technological Pedagogical Content Knowledge (TPACK), which according to Mishra and Koehler (2006) show teachers' understanding of the interplay among content, pedagogy and technology as well as the procedural knowledge of integrating technologies into their teaching routines, was 5.68. This mean score was between the range "5-some" and "7-quite a bit" and referring to Kose (2016) who also found a similar result, it can be concluded that in general the in-service English teachers participated in this present study did not considered themselves as highly competent in integrating technology into their English teaching with sound pedagogy. Although this is the case, it is argued that the participants had sufficient knowledge of integrating technology in their teaching of English. The importance of technology integration has been emphasized by the Indonesian government that teachers need to integrate the information and communication technology in the teaching and learning process (Indonesian Ministry of Education and Culture, 2007a, 2007b, 2009). As Ciptaningrum (2017) points out, Information and Communication Technology or ICT potentially contributes in the improvement of Indonesian students in learning English, but it will be possible if the use and the integration of technology by the Indonesian English teachers is guided by good principles of curriculum design and English teaching pedagogy.

The data gathered from the participants' responses to the questionnaire were also analyzed based on the minimum and maximum scores of each domain. Focusing on the minimum scores, the results of the data analysis showed that the lower scores among the 7 domains were shown by Technological Knowledge (M=2.22), Technological Content Knowledge (M=2.33), Technological Pedagogical Knowledge (M=2.43), and Technological Pedagogical Content Knowledge (M=2.00). These lower scores which fell to the range between "1-nothing/none" to "3-very little", suggesting that among the in-service English teachers who acknowledged having good competent in their subject area, knowing the technology, and integrating it in their teaching, there were also the participants who admitted themselves as not highly competent in integrating technology into their English teaching with sound pedagogy.

Tabel 2. Minimum and Maximum Score based on Participants' Responses to the Questionnaire

No	Domains	Score	
		Minimum	Maximum
1	Technological Knowledge (TK)	2.22	8.56
2	Content Knowledge (CK)	4.80	8.80
3	Pedagogy Knowledge (PK)	4.00	8.67
4	Pedagogical Content Knowledge (PCK)	3.60	9.00
5	Technological Pedagogical Knowledge (TPK)	2.43	9.00
6	Technological Content Knowledge (TCK)	2.33	9.00
7	Technological Pedagogical Content Knowledge (TPACK)	2.00	8.50

Specifically, the minimum score 2.22 for Technological Knowledge suggested that the participants had very little knowledge of technology and its use; for example, how to use the printer, install software and use applications as needed. The minimum score 2.43 for Technological Pedagogical Knowledge also indicated that the participants had very little knowledge to integrate technology in their teaching activities; for example, how to design learning materials using technology so that they can support students' learning activities. Next, the minimum score 2.33 for Technological Content Knowledge suggested that the participants' ability to utilize technology for the benefit of teaching and learning English was very little; for example, how to use multimedia such as videos or slideshows to deliver English learning materials. Finally, a minimum score of 2.00 for TPACK also suggested that the in-service English teachers participated in this present study had very little knowledge of how to integrate technology in teaching activities that can help students achieve good English learning outcomes; for example, how to use technology tools or technology tools such as animation tools to help students improve their English skills.

Technology Integration

The second aim of this present study was to seek how the in-service English teachers participated in this present study integrated technology in their lesson plans. As

shown in Table 3, the lesson plans that were analyzed were selected from the participants whose average score of their responses to the questionnaire ranging from 8 to 9.

Tabel 3. Mean Score of Participants' Questionnaire Responses

No	Participant	Gender	Mean
1	Student 1	Female	8.075
2	Student 2	Male	8.200
3	Student 3	Male	8.200

There were three participants whose mean score of their responses to the questionnaire were ranging from 8 to 9 which falls to "7-quite a bit" to "9-a great deal". Their lesson plans were analyzed by using the *Technology Integration Observation Instrument* or TIOI (Harris, Grandgenett & Hofer, 2010). The result of the analysis of the lesson plans is presented in Table 4.

Tabel 4. Technology Integration Assessment Rubric

No	Criteria	Participant 1	Participant 2	Participant 3
1	*Curriculum Goals & Technologies* (Matching technology to curriculum)	3	3	3
2	*Instructional Strategies & Technologies* (Matching technology to instructional strategies)	3	3	2
3	*Technology Selection(s)* (Matching technology to both curriculum and instructional strategies)	3	3	3
4	*Fit* (Considering curriculum, pedagogy and technology all together)	2	2	2
5	*Instructional Use* (Using technologies effectively for instruction)	3	3	2
6	*Technology Logistics* (Operating technologies effectively)	2	2	2

The first four criteria of TIOI were used to score the participants' lesson plans. The results of the analysis of the lesson plans presented in Table 4 shows that the three in-service English teachers received the score 3 (Good) for *Curriculum Goals*

and Technologies (Matching technology to curriculum) and according to Harris, Grandgenett and Hofer (2010), this means that the technologies that the participants used in the lesson are aligned with one or more curriculum goals. For the *Instructional Strategies and Technologies* (Matching technology to instructional strategies), the lesson plans of two participants were scored 3 (Good), meaning that use of the technology stated in their lesson plans supports the instructional strategies, while the third participant's lesson plan was scored 2 (Fair) which means that Technology use minimally supports instructional strategies. Next, the scores received by all the three in-service English teachers for *Technology Selection(s)* (Matching technology to both curriculum and instructional strategies) were 3 (Good) which means the technology selections are appropriate, but not exemplary, given curriculum goalss and instructional strategies. The last criterion of the four criteria of TIOI that were used to assess the participants' lesson plans was *Fit* (Considering curriculum, pedagogy and technology all together) and all the three in-service English teachers received 2 (Fair) for this criterion. This means that curriculum, instructional strategies and technology fit together somewhat within the lesson.

The last two criteria of TIOI were for evaluating the implementation of the lesson plans designed by the three participants. Table 4 shows that two participants received 3 (Good) for the criterion *Instructional Use* (Using technologies effectively for instruction), meaning that the instructional use of technologies is effective in the observed lesson, while the instructional use of technologies is minimally effective for the last participant since the score received for this criterion was 2 (Fair). For the last criterion, *Technology Logistics* (Operating technologies effectively), all the lesson plans of the three in-service English teachers were scored 3 (Good) which means that based on the observed lesson, the participants and/or the students operated the technologies well.

The findings presented in Table 4 show that the three selected in-service English teachers integrated technology in their teaching and learning activities as described in their lesson plans and the use of technology was in line with the learning objectives. As for the implementation of the lesson plans in the participants' English teaching and learning activities, it was summarized that all the three participants implemented the technology they mentioned in their lesson plans in their teaching activities even though the technologies they applied were categorized as the simple ones such as using laptops for teaching and learning activities and showing slides of the Power Points for the presentation of the teaching materials. As in-service teachers, the three participants have more teaching experience and this is likely the reason why they were confident to applied the technology in their teaching although it was the simple one. This finding is in accordance with Lee and Song's study (2018) who also reported that that the participants with more teaching experience felt more confident in their integration of TPACK in language instruction. However, with a group of English as a Foreign Language pre-service teachers as participants of study, Prasojo et al. (2018) reported that although the students had good ICT competency level and experience and reflected positive perceptions of ICT benefits for EFL instruction, they did not employ ICT in their teaching practices due to school conditions.

Conclusion

This present study reported that all the in-service English teachers viewed themselves as competent in Content Knowledge, Pedagogical Knowledge, and the combination of these two, that is, Pedagogical Content Knowledge. In terms of the Content Knowledge, the participants acknowledged they had the knowledge of the linguistic components (phonetic, phonology, morphology, semantics, syntax, sociolinguistics, pragmatics), second language acquisition, cross cultural awareness, and the four language skills (Reading, Writing, Speaking, and Listening). The findings also showed that the in-service English teachers' Pedagogical Knowledge suggested that they knew how to create an effective learning and teaching atmosphere in his/her English language classroom for all students. In addition, the combination of their Content Knowledge and Pedagogical Knowledge, that is the Pedagogical Content Knowledge, showed that the participants had the knowledge of blending content and pedagogy for developing better teaching practices. Scholars (e.g., Shulman, 1986), has pointed out that qualified teachers master not only the Content Knowledge and Pedagogical Knowledge, but also the combination of them, that is, Pedagogical Content Knowledge. It was also discussed in the findings that there were participants whose scores of Technological Knowledge (TK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), and Technological Pedagogical Content Knowledge (TPACK) were in the range between "1-nothing/none" to "3-very little". This means that when it comes to the integration of technology, in addition to the in-service English teachers who claimed having good competent in English, knowing the technology, and integrating it in their teaching, there were also the participants who admitted themselves as not highly competent in integrating technology into their English teaching with sound pedagogy. The finding also showed that the in-service English teachers who acknowledged the importance of technology were those who integrated technology in their lesson plans and implemented it in their teaching. To conclude, this present study suggests the need to provide the in-service English teachers with technology they can apply in their teaching to help them keep up with the rapid development of Information and Communication Technology (ICT).

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The Influence of 200 M Speed Training Refet with And Without the Ball on Increasing Vo2max for Extraculicular Futsal Participants of Smk Gajah Mada Bandar Lampung

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Abstract

The purpose of this study was to determine the effect of the 200M speed training relay with and without the ball on increasing the vo2max of futsal extracurricular participants at Gajah Mada SMK Bandar Lampung. This study uses an experimental method with "two groups pre-test-post-test". The population in this study were members of the futsal extracurricular at SMK Gajah Mada Bandar Lampung with a male sample of 20 people. The sample was divided into 2 groups using the ordinal pairing system with 10 people in each group. The first group was given a 200 M speed training relay training model with a ball, and the second group was given a 200 M speed training relay training model without a ball. The test instrument used is the Bleep Test. the results of the t-test analysis on Vo2Max futsal extracurricular participants at Gajah Mada Bandar Lampung Vocational School with speed training relay training 200 m with the ball obtained the t-count value (6.576) > t table (2.262), and p-value (0.000) < from 0.05, the results This shows that the speed training relay 200 m with the ball has a significant effect on increasing Vo2Max in futsal extracurricular participants at SMK Gajah Mada Bandar Lampung, and the results of the t-test analysis on Vo2Max in futsal extracurricular participants at SMK Gajah Mada Bandar Lampung with speed training relay 200 m without the ball, the value of t count (4.839) > t table (2.262), and p-value (0.001) < from 0.05, these results indicate that the 200 m speed training relay without the ball has a significant effect on increasing Vo2Max in futsal extracurricular participants. Gajah Mada SMK Bandar Lampung.

Keywords: *Estafet Spped Training 200 M With Ball, Estafet Speed Training 200 M Without Bal, Vo2max*

Introduction

Sport has a role as an engine of character building and nation that has been tested, because sport has the function of building a national spirit (Aguss & Yuliandra, 2020). Sport is a body activity that is useful for developing physical condition. In addition, sport is also one of the efforts to improve health as well as one of the pioneers in increasing the achievement of a region, province and country.

As time goes by with the times and rapid technological advances have an influence on developments in the field of sports so that they experience development. For this reason, it is necessary to carry out several coaching and development efforts in the field of sports, which aim to achieve maximum achievement in a championship at both regional and national levels.

Achievement sports have developed a lot at this time ranging from individual sports to group or team sports, one of the sports that is developing and is in great demand in schools and students today is group or team sports, one of which is Futsal.

According to (Dr. Benny Badaru, 2017, p. 6) Futsal is a ball game played by two teams, each consisting of five people. The goal of this game is to get the ball into the opponent's goal, using how to manipulate the ball using the feet. In addition to the main five players, each team is also allowed to have a reserve player. Unlike other indoor soccer games, the futsal field is lined, not a net or a board. Futsal is a type of game that is not much different from football. The essence of this game is kicking the ball here and there, grabbing the ball from one player and another with the aim of getting the ball into the opponent's goal, or defending one's own goal so as not to concede the ball (Kurniawan, 2011).

According to Sofyan Hanif in (Gumantan & Fahrizqi, 2020) there are components needed to improve the performance of the sport that the components are engaged in, including endurance, strength, speed, agility, power, balance, coordination, and accuracy.

Among the several components needed to increase endurance performance, it is the most basic component that must be improved and carried out on an ongoing basis.

1. Endurance is the body's ability to fight fatigue, allowing the body to carry out long-term activities/work (Dr. Emral, 2017, p. 120). Endurance is an important factor in determining athlete achievement, with good endurance athletes are able to apply technique, tactics and mental optimally. According to (Syafruddin, 2011, p. 66) "With the resistance of the heart to work, the blood pumping will be smoother so that the cells that require blood flow can be met according to their needs. Endurance is one of the important aspects of exercise and the most basic for trained and improved, to be able to improve a good physical condition requires regular and continuous exercise.

Gajah Mada Vocational High School (SMK) is a school that accommodates Futsal extracurricular activities, where this school has good advice and infrastructure and is held by professional trainers and has qualified abilities, in the results of observations made by researchers when observing the Futsal Team of SMK Gajah Mada at

the time of the U-17 match, it was seen that there was a decrease in endurance. Endurance is one of the supporting aspects that affect the increase in performance.

From observations in the field, researchers suspect that the physical condition of athletes or members of Futsal SMK Gajah Mada Bandar Lampung is not relatively good, if it continues, this will be one of the inhibiting factors for increasing achievement in the Futsal team of SMK Gajah Mada Bandar Lampung.

The problems described above are the background of the research title "The effect of the 200 m Speed Training Relay with and without the ball on increasing Vo2MAX for Futsal Extracurricular participants at SMK Gajah Mada Bandar Lampung"

Theory and Method

This research uses experimental method. quasi-experimental method, because there is a cause and effect relationship between variables but does not use a control group. This two-group pretest posttest experimental design has 2 data from the measurement results, namely pretest and posttest. This two-group pretest-posttest research design compares two methods of the 200 m speed training relay with the ball and the 200 m speed training relay without the ball.The population in this study were futsal extracurricular participants at SMK Gajah Mada Bandar Lampung. The sample taken in this study amounted to 20 female futsal players at SMK Gajah Mada Bandar Lampung.

Finding and Discussion

The research was conducted at SMK Gajah Mada Bandar Lampung. The subjects in this study were 20 participants of female futsal at SMK Gajah Mada Bandar Lampung. The results of this study aimed to determine whether there was an effect of the 200 m speed training relay with and without the ball on the increase in Vo2max of futsal extracurricular participants at Gajah Mada Vocational High School Bandar Lampung. The results can be seen in the following table:

Variable	*Pretest*	*Posttest*	Selisish/*Mean Defferent*	Persentase Peningkatan
Pengaruh Latihan Estafet speed training 200 m dengan bola	24,04	34,94	10,9	45,34%

Pengaruh Latihan Estafet speed training 200 m tanpa bola	24,65	33,55	8,9	36,10%

Based on the table above, the percentage increase in Vo2Max in futsal extracurricular participants at SMK Gajah Mada Bandar Lampung with speed training relay training of 200 m with the ball is 45.34%. While the results of the research in the table above, the percentage increase in Vo2Max of futsal extracurricular participants at Gajah Mada SMK Bandar Lampung with speed training relay training 200 m without the ball is 36.10%.

Figure 1 Diagram of the difference in the average Vo2Max in futsal extracurricular participants at Gajah Mada SMK Bandar Lampung with speed training relay training 200 m with a ball.

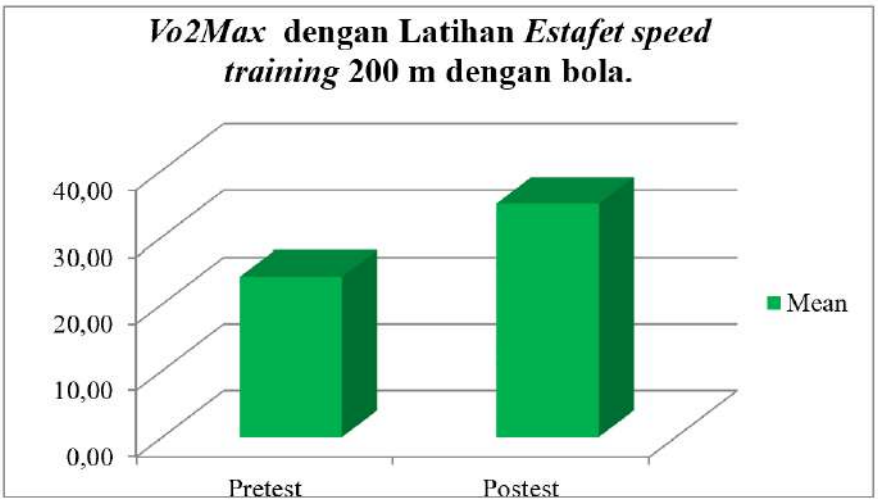
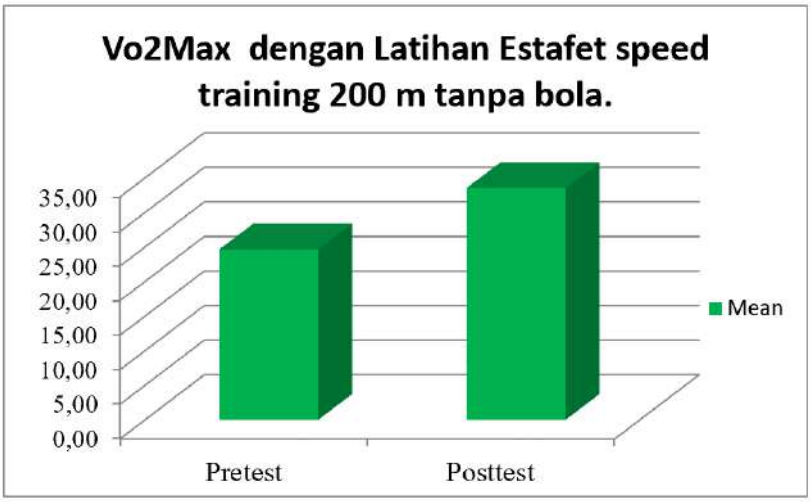


Figure 2 Diagram of the difference in the average Vo2Max on futsal extracurricular participants at Gajah Mada SMK Bandar Lampung with speed training relay training 200 m without the ball



Prerequisite test

1. Normality test

The normality test in this study was used to determine whether a distribution was normal or not. The normality test in this study used the Kolmogorov-Smirnof test. The criteria used to determine whether a distribution is normal or not is if $p > 0.05$ (5%) the distribution is declared normal, and if $p < 0.05$ (5%) the distribution is said to be abnormal. The results of the normality test can be seen in the table below:

Table 1. Normality Test Results

Variable		KSZ	Asymp.sig	Sig 5%	Keterangan
Hasil Vo2Max dengan Latihan Estafet speed training 200m dengan bola	*Pretest*	0,549	0,924	0,05	Normal
	Posttest	0,649	0,793	0,05	Normal
	Pretest	0,396	0,998	0,05	Normal

Hasil Vo2Max dengan Latihan Estafet speed training 200m tanpa bola	*Posttest*	0,869	0,450	0,05	Normal

From the results in the table above, it is known that the Vo2Max data on futsal participants at Gajah Mada SMK Bandar Lampung obtained p> 0.05, the results can be concluded that the research data is normally distributed.

2. Hypothesis Test
The t-test in this study is intended to answer the hypothesis that has been proposed. The results of hypothesis testing (t-test) can be seen in the table below:

1) The effect of the 200 m speed training relay with the ball on the increase in Vo2max in futsal extracurricular at Gajah Mada SMK Bandar Lampung.

Table 2 Paired t test results Sample t test Exercise Relay speed training 200 m with ball

	Mean	df	T_{table}	T_{hitung}	P	Sig 5%	Ket
Pretest	24,04	9	2,262	6,576	0,000	0,05	There is Influ-ence
Post-test	34,94	9					

Based on the results of the t-test analysis on Vo2Max on futsal extracurricular participants at Gajah Mada Bandar Lampung Vocational School with speed training relay training 200 m with a ball, the t-count value (6.576) > t table (2.262), and the p-value (0.000) < from 0.05 , these results indicate that the speed training relay of 200 m with the ball has a significant effect on increasing Vo2Max in futsal extracurricular participants at SMK Gajah Mada Bandar Lampung.

2) The effect of the 200 m speed training relay without the ball on increasing Vo2max in futsal extracurricular at Gajah Mada SMK Bandar Lampung.

Table 3 Paired t test results Sample t test There is an effect of 200 m speed training relay without the ball

	Mean	df	T_{table}	T_{hitung}	P	Sig 5%	Ket
Pretest	24,65	9	2,262	4,839	0,001	0,05	There is Influence
Post-test	33,55	9					

Posttest 33.55 9

Based on the results of the t-test analysis on Vo2Max on futsal extracurricular participants at SMK Gajah Mada Bandar Lampung with speed training relay 200 m without the ball, the t-count value (4.839) > t table (2.262), and p-value (0.001) < 0.05 , these results indicate that the 200 m speed training relay without the ball has a significant effect on increasing Vo2Max in futsal extracurricular participants at Gajah Mada SMK Bandar Lampung.

Conclusion

Based on the results of the previous research and discussion, the following conclusions can be drawn:

1. There is an effect of increasing Vo2Max on futsal extracurricular participants at SMK Gajah Mada Bandar Lampung with 200m speed training relay with a ball.
2. There is an effect of increasing Vo2Max on futsal extracurricular participants at SMK Gajah Mada Bandar Lampung with 200m speed training relay without the ball.
3. The 200m speed training relay with the ball and the 200m speed training relay without the ball were equally good at increasing Vo2Max in futsal extracurricular participants at Gajah Mada SMK Bandar Lampung because there was no significant difference in the results of the 2 exercises.

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Students' Problems in Speaking Class During the Covid-19 Pandemic

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Abstract.

Student problems in learning can be influenced by several factors. One of them is the spread of the covid-19 pandemic throughout the world which affects the learning situation in the classroom that students must face. This study aims to find out the problems of students when participating in the Speaking for Discussion course amid the Covid-19 pandemic. This study involved 39 students as research subjects. The data was obtained by distributing questionnaires to students which were collected via a google form. The data were then analyzed using simple descriptive statistics. The findings indicate that students have internal and external problems related to the course. In terms of internal problems, students feel afraid of making mistakes, lack confidence, and feel ashamed. In addition, things such as internet connection, supporting devices, and time constraints were the first three external problems that they experienced during their Speaking Class for Discussion. It is suggested for the speaking skill teacher to analyze the possible problems that the students might face before the class starts.

Keywords: Covid-19, Problems, Pandemic, Speaking for Discussion

Introduction

The Covid-19 pandemic has shocked people around the globe. It brings a lot of challenges, particularly in terms of teaching innovation in an educational institution (Zhou, 2020). Teaching through online mode can be challenging because, besides lack of binding force, it is hard to observe students' performance in real-time (Zhang & Xie, 2022). However, online learning becomes the main option for the teaching and learning process during the Covid-19 pandemic and continues to grow and quickly evolve in the New Normal situation (Zhou, 2020**,** Chen, Zheng, He, &

Wang, 2022). Therefore, many universities adopt an online education system for their learning policy (Wang, Mirzaei, Xu, & Lin, 2022).

Butt, Mahmood, & Saleem (2022) states the shift of teaching mode from on-campus to online learning has increased students' level of stress which eventually influences their academic performance. Many students are not mentally ready for the change of learning mode. Therefore, Butt, Mahmood, & Saleem (2022) emphasize the important role of the institution to help students' academic performance by mediating "user satisfaction and task technology fit.". However, online learning has positive impacts not only for students but also for teachers such as it is safe and convenient, it can optimize educational resources and promoting educational equity, and timely feedback (Zhou, 2020).

The University of Bengkulu, like other universities, also applies this online learning system during the Covid-19 pandemic. Through its policy, the campus allows the lecturers to provide any platforms to support their learning management system. The rapid shift in teaching mode demands the lecturers to adapt to the learning system. In this case, the institution has provided some training on the online learning system including the use of other possible advanced applications for educational purposes.

However, either in online or offline learning, the problems of students' English-speaking skills are pretty the same; psychologically, they feel too embarrassed to participate in speaking tasks. For some students, communicating online is more intimidated or apprehensive because they worried that they do not understand or be understood, they might get confused with the technology if they are not used to it.

Finally, this research aimed to investigate the problems and learning satisfaction students face in online speaking classes during the covid-19 pandemic.

Theory and Method

In a normal situation, ideally, the setting for teaching speaking as stated by Kayi (2006) is a classroom that provides students with real-life communication, authentic activities, and meaningful tasks. The advantages of an offline learning classroom are the teachers feel easier to control what's going on in the class and can see students' engagement, attention, and body language with a physical presence. However, according to Cambridge (2018), teaching speaking online also has the main advantage: the recordings. In online learning, teacher and students can record the speaking activities so both teacher and students can go back to watch and listen to the recording. In addition, it also enables the teachers to give feedback, correction, and consolidation. Moreover, online learning can be beneficial for students because the students can join from home, they can feel relaxed and obviously, it can help in speaking tasks as well.

The teachers may face a great challenge in online learning. Take for example, on the technical side of the classroom, the teacher should make sure all things such as audio and video are working, and things like how to navigate the classroom, how to raise a hand and where the chat box is, how to set up the breakout room need to be clear and can work as smooth as possible (Cambridge, 2018).

The ideal learning activities to promote speaking skills in the classroom can be varied. However, according to Kayi (2006), discussion is one of the activities teachers can do in the school. This activity can foster critical thinking skills and quick decision-making because the activity needs students to "ask questions, paraphrase ideas, express support, check for clarification, and so on". From this perspective, offline learning can be assumed as the best learning mode for teaching speaking because the speaking class needs students to work in a group to achieve learning goals or to complete tasks.

This qualitative research involved 39 students who took online speaking classes. The students who took the subject were in the third semester of the English department, the University of Bengkulu in the academic year 2021/2022 and already fulfilled the requirements for taking the subject. The class was undergone during Covid-19 and fully online learning. All students learned from home using the Zoom application as a learning platform.

The data of this research was taken at the end of the semester and conducted by distributing a questionnaire in the form of google containing students' perceptions about the problems (both internal and external) they face during taking the course and the students' learning satisfaction on their speaking skill. The data obtained were then analyzed to see the students' responses to the research question of this research.

Findings and Discussion

This research aimed to investigate the problems students had and their learning satisfaction in online speaking classes. Therefore, in this finding part, there are three main items to discuss. Firstly, it is about the internal problems students faced in speaking for discussion class. Secondly, it is about the external problems students experienced in speaking for discussion class. Finally, it is about students' satisfaction with their achievement in speaking for discussion class. Each item is described below.

Item 1. The internal problems I have in speaking for discussion class?

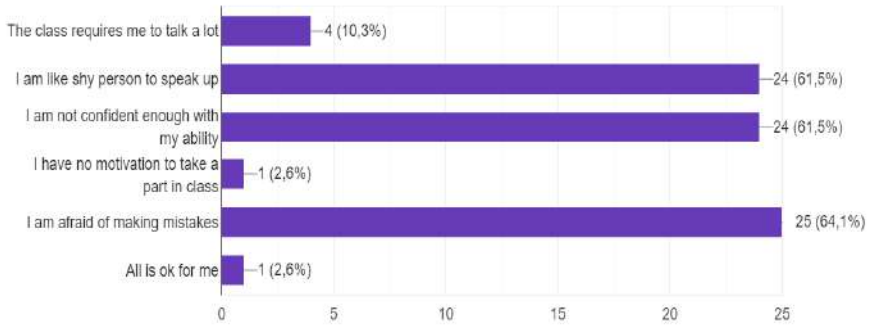


Figure 1. The Internal Problems Faced by Students in Speaking for Discussion Class

Generally, graph 1 shows the internal problems students faced in speaking class being afraid of making mistakes (64%), not being confident with their ability (62 %), and feeling shy to speak up (62%). On the other hand, only 3 % of students have no motivation to participate in class, and 10 % realize that the class needs to speak a lot. Finally, just a few students are fine with the matter (3%).

Item 2. The external problems I have in speaking for discussion class?

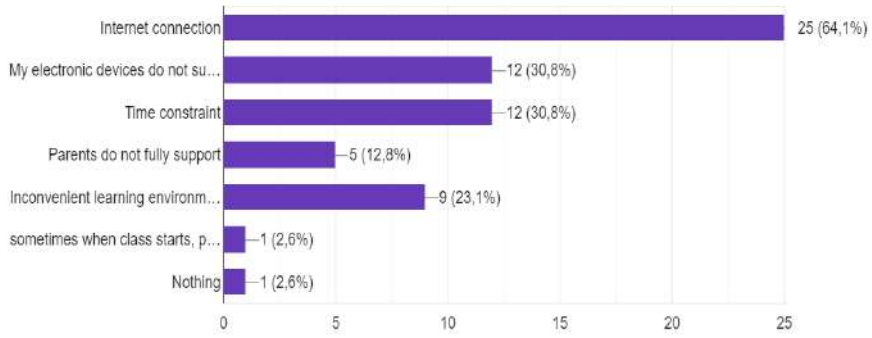
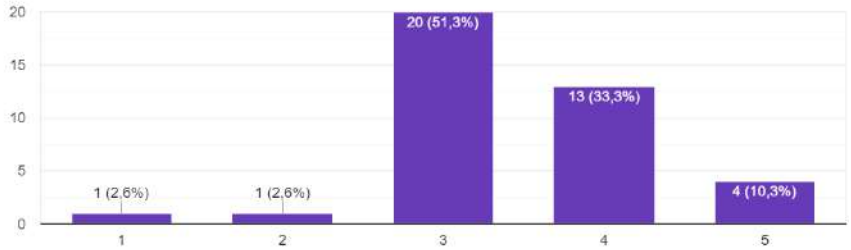


Figure 2. The External Problems Faced by Students in Speaking for Discussion Class

In addition, graph 2, on the other hand, describes the external problems students faced in speaking class. It is seen that the main problem is about internet connection (64%), then followed by the electronic devices which do not support learning activities and time constraints with the same percentage (31%), finally, the students also experienced inconvenient learning environment (23%) in the class.

Item 3. How much do you satisfy with your speaking performance in speaking for discussion class?



Graph 3. Students' Satisfaction in Speaking for Discussion Class

Then, graph 3 shows the students' satisfaction with their performance in speaking for discussion class. It is seen that on a scale of 1 to 5 (very dissatisfied to very

satisfied), most students feel pretty satisfied with their performance in the speaking class (51%). Then, 10 % of the total students feel very satisfied with their performance, on the other hand, only 3 % are not satisfied with their achievement in speaking class.

Moreover, dealing with the internal problems students faced in the speaking class, this finding is in line with the research result by Adickalam & Yunus (2022) who mention that "*psychological issues such as shyness, lack of confidence, and anxiety*..." are the main problems in English speaking class during Covid-19 pandemic. According to Cambridge (2018), the term "be afraid of making mistake" in online speaking class can happen because, firstly, students may not get used to it online, and secondly, the students may not understand or not be understood by the classmates. In line with Cambridge, Adickalam & Yunus (2022) explain that the students may have problems because of their mastery of pronunciation and vocabulary.

Besides the feeling of shyness and not confidence, being afraid of making mistakes is a common problem students have in learning to speak. This trait could lead to the student's anxiety in speaking skills and influence their engagement in the classroom (Habiburrahim, Risdaneva, Putri, Dahliana & Muluk, 2020). Then, the term "being of making mistakes" could be the same as one of the causes of speaking problems proposed by Penny Ur's theory, "inhibition" (Al-Ghazali, 2019). The mistakes could be in pronunciation, grammar, vocabulary, or the understanding of a topic of conversation.

Moreover, regarding the external problems the students experienced, Adickalam & Yunus (2022) confirm that internet connection affects students' success in studying online. However, this internet connection problem almost happens across the nations, including in Indonesia Many students live out of coverage areas of internet providers which makes some students struggle to get better access to the internet. Even though the Indonesian government gives students a subsidiary on internet use, perhaps it does not solve the issue for those who live in remote areas.

In addition, the rapid development of modern technology and learning resources has contributed to the significant role of the learning environment for students to learn and for teachers to teach. Therefore, the learning environment should be flexible and supported by multimedia technology. More importantly, the learning environment should be based on student needs and their learning styles for effective learning (Ceken & Taskin, 2022).

Also, it could be assumed that students who do not have a good learning environment may influence their academic performance including English speaking skills. Therefore, according to Fernandez, Al Radaideh, Singh Sisodia, Mathew, & Jimber del Río (2022), the educational institution has to align students' and teachers' goals by developing a positive learning environment to promote students' academic achievement. It is also supported by Butt, Mahmood, & Saleem (2022) who stated that the factor of educational institution's intervention could affect the students 'performance.

Finally, the Covid-19 pandemic has influenced the learning environment and affected students' performance. Also, the student's performance was caused by internal and external problems which appear because of the learning transition between face- to- face learning to online learning.

Conclusion

It can be concluded that when taking the online speaking class during the Covid-19 pandemic, the students faced both internal and external problems. In internal problems, the students feel afraid of making mistakes, lack confidence, and feel ashamed in class. On the other hand, internet connection, supporting devices, and time constraints were the main external problems students got in the class. It is suggested for teachers to analyze the possible problems that the students might face before the class starts and to use the right tasks and the right level of support in teaching speaking online so that the students probably more enjoy and have the willingness to practice the speaking tasks.

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Improve Students' Reading Comprehension In Narrative Text Using Comics as A Learning

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Abstract

This research improves reading student understanding combining English comics as teaching materials in teaching narrative texts. This study is collaborative classroom action research (CAR) which was conducted through four stages of CAR by Kemmis & McTaggart (1988): planning, implement, observe, and reflect. Study it carried out in one cycle, where the second researcher role as a teacher at the implementation stage. The research subjects students who based on the pre-test proved to have low reading comprehension. Tools used to collect data includes tests, observation sheets, questionnaires, and informal interview. Research findings reveal positive things The results of using medium-English comics are good in terms of student achievement in reading comprehension and their responses to the use of comics in their reading class. Critical analysis of research results shows that comics help students' understanding of narrative text because it can facilitate students understanding of the vocabulary used in reading.

Keyword: Comic, Reading, Narrative

Introduction

A In the classroom, students have a weakness when they read the text in English. Very from time to time, students tend to translate word for word and in some situations, less and less the varied lexicon does not allow them to progress as they read. As a teacher, it is necessary to find a way to solve this problem in our class. Therefore, this research has the main objective, implementation of comics as narrative text as well as reading comprehension a tool to find methods to improve

students' reading skills in an interesting way. Before reaching that stage, it is useful to define two important concepts:

Reading comprehension and comics. According to Samuels (2002) “reading comprehension is the process by which readers construct meaning using, as building materials, information on the printed page and the knowledge stored in the reader's head” (p. 169). On the other hand, McCloud (1993) has an important statement for this investigation which: says that "comic is a juxtaposed image and other images in a deliberate sequence, intended to" 8 convey information and/or to produce an aesthetic response to the viewer” (p.9). Comic book is a type of text characterized by illustrations that place the reader in different situations indicated by the text.

If these two definitions are considered, reading comprehension skills can be strengthened through the different narrative sequences in which comics are presented, both text and images give readers better understanding of the text without translating each word as much students do, and this one can be seen as a tool as much as it shows an alternative way to narrative texts, learning to read and learning to read, showed different results in the classroom.

The content of comics is literature, therefore, important subjects such as history and social studies involved in this project. In class, students focus their attention on each one comic book sequence chart, even students who don't like to read and don't understand the text completely, have the opportunity to understand some of the ideas of the narrative text thanks to the relationship between pictures and words in English that is not easy to understand, this will be developed in the reading plan. A reading plan is a set of worksheets created by the author to have the reading comprehension of students diagnosed and also to evaluate the process they will face.

In high school, the readings given by the teacher contain:deeper and more difficult to understand content due to technical vocabulary and a kind of ideology, history and cultural background, which causes low reading achievement skills.

Theory and Method

The current research uses classroom action research (CAR) design by Kemmis & McTaggart, 1988). According to them, CAR is a cyclical process where each cycle is carried out in four stages interrelated steps: planning, action, observation, and reflection. He This research was conducted on students in class at even semester of the 2010/2011 academic year and excel in one cycle consisting of three teaching sessions and others meeting for post-test administration. In that study, both researchers served as a teacher. Subject consists of 30student. This research was conducted in the classroom because it was found that students there have problems in their narrative reading class: low interest in reading class and low reading comprehension narrative text.

Based on the lesson plan in the lesson planning step,narrative text teaching integrates comics in general carried out through 7 stages, namely (1) students read

comics silent; (2) the teacher reads the comics aloud; (3) student is asked to sort random sentences that represent occurrence of events in the story; (4) students read narrative text based on the same story as in the comics; (5) students are asked to work on comprehension questions; (6) discuss students' answers to comprehension questions; (7) students are also given completion activities as follow-up activities.

The activity assigned the subject to fill in a number of empty sentences with a few words from the comics they read during lesson. This was actually done to see if using comics had some effects on the understanding of the subject's vocabulary since based on at the initial observation, students lack vocabulary considered as the cause of their low reading comprehension.In this study, English comics were used and taken from Tinkle Digest published by India Book Home (Pai, 1997).Entitled Forest Friends.There are four kinds of instruments used for the data:collections in research, namely tests, questionnaires, researcher diaries,and informal interviews. There are two kinds of tests used, namely pre-test and post-test I.

The questionnaire contains 15 items which is divided into 10 positive statements and 5 negative statements statement. It items in the questionnaire mainly ask students' feelings towards the integration of comics in the narrative reading class and provide 5 alternative answers arranged in Likert scale in each item. Informal interviews were conducted with 4 people students to find out more in-depth information related to students' responses to the use of comics. The data is analyzed descriptively qualitatively. Descriptive analysis was carried out to the test results and questionnaires while the test results researcher diaries and informal interviews analyzed qualitatively.

Results from tests, questionnaires, researchers diaries, and informal interviews were cross-checked with each other to find comprehensive research results.There are three success indicators set at this time research, which is determined from three aspects, namely mean students' reading comprehension on post-test, percentage class success, and positive student responses. Average score for indicator of success in research is 61.00 out of 100, that is passing grade (KKM) set by the English teacher in class is being studied. In terms of class success, studies are considered successful if at least 75% of the subjects get a minimum score 61.00 in post-test. As for the positive response of students. The study was considered successful if at least 75% of the subjects gave responses under the positive category (agree or strongly agree to positive statements, and disagree and strongly disagree negative statement) in the questionnaire.

Findings and Discussion

The findings reveal that integrating comics in teaching reading succeeded in improving the reading comprehension of the subject narrative text. In addition to the increase in the average score, the results of the study also shows an increase in the percentage of students who get a score equal to or above the passing grade after reading instructions that integrate comics. Based on the results of the

questionnaire, 100% of students stated that they like using comics because it can prevent them from being bored, 100% of students agree that they like comics because comics are accompanied by pictures, and 91% think that the use of comics can make reading narrative texts fun and challenge. Regarding the advantages of comics, 94% of students said that comics can make them understand narrative text more easily.

Most students think that comics could make it easier for them to identify characters, setting, and plot. alone, 88% of students stated that comics really helped them understand the meaning of difficult words in narrative text. 94% of them agree that using comics can make them more confident in answering comprehension questions, and 94% of them, in fact, agree that the use of comics will continue in the future narrative text teaching. As for negative statements, 82% of students disagreed that the use of comics did not help them understand narrative texts more easily.

94% of students disagree that comics are made for reading narrative texts more difficult and 94% of students disagree that comics are not motivate them to read narrative text. To support the results of the questionnaire, students interviewees also stated that the use of comics can make them interested in reading narrative texts. They say that with comics, they feel no longer bored in taking reading classes because comics help make them better understand the content of the text such as characters, setting, and story structure. They admit that the images in comics can be help them to understand the meaning of the new words they find in comics, which in turn helps them understand the narrative text given after they read the comic. As discussed in the background of the research, though the average of the subjects indicated by the pre-test has met passing grade set in the class under study, namely class success is still below the expected success value in class being studied. Class success 41.17% class success on pre-test. The fact that most of the students failed the pre-test shows that the narrative teaching technique used by the teacher before learning has not been so effective in maximizing the potential of the subject to understand the narrative text. Since class success in the pre-test was only 44.12%, it can also be said that only a small number of subjects benefit from teaching techniques used by teachers.

The narrative before the actual treatment is almost the same as that during treatment. The only difference is that as long as treatment, students were given comics to read before them given a narrative text written based on comics strips. Thus, it can be concluded that the increase in subject average scores and class success as evidenced in post-test I likely due to comic integration.

Conclusion

Based on the research results, integrating English-English comics has proven to be successful in increasing reading interest students' narrative text comprehension which can be seen from the increase in the average student score and percentage of class success at the end of Cycle I. Based on the results of questionnaires, interviews, and observations during research, the increase in the subject is likely

due to strength comic visual elements in facilitating the subject vocabulary learning. Steps to integrate comics innarrative text learning that successfully improve reading comprehension of subjects consists of 7 steps, namely (1)students read comics silently; (2) the teacher reads the comics aloud; (3) students are asked to sort random sentences represent the occurrence of events in the story; (4) students reading narrative texts based on the same stories as in comics; (5)students are asked to work on comprehension questions; (6) discuss students' answers to comprehension questions; (7) follow-up activities: activities related to vocabulary, namely, filling in gap. Finally, based on this study, it can be suggested that English teachers can use comics in their narrative teaching text, especially when they have less proficient readers. since that it is possible that in this study the use of comics was facilitated learning to read, other researchers can investigate further effects of comic use on reading development.

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Cybersecurity Awareness Among Pre-Service Elementary School Teacher Education Students

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Abstract

The increasing use of the internet among students to fulfill the needs of learning, recreation, entertainment, and various other forms of electronic services was also followed by an increase in the risk of threats. As individuals, students are exposed to cyber security risks that can pose threats to personal data, identity, and privacy. This paper reports the results of a study aimed to investigate cybersecurity awareness among pre-service elementary school teacher students in Indonesia. An online survey was deployed administer the data collection. A well-structured questionnaire consisting various questions was prepared to collect data of students' awareness cybersecurity and their overall perceptions of privacy, two-factor authentication (2FA), identity theft, ransomware, passwords, mobile phone protection, Internet cookies, and social media. The targeted respondents were selected from second years students of pre-service elementary school teacher program. The results of the study revealed that majority of students have low level of security awareness. Most of respondents did not demonstrate enough secure behavior when using internet. The key contribution of this paper is to emphasize the necessity to improve cybersecurity awareness among students, and increase their knowledge to understand cyber risks and threads.

Keyword cybersecurity awareness, cybersecurity behavior, cyberattacks, cyber risks,

Introduction

The use of digital tools, especially the internet, increased rapidly since the last two decades. The ease access of internet that provides innumerable opportunities for the fulfillment of personal and organizational needs has made it the major reference source, especially for academics. The internet has become a savior for the continuity of education during the pandemic. As to the implementation of the Community Activity Restrictions (PPKM) policy during the pandemic, schools and campuses were forced to lock down to prevent the spread of the virus. Nevertheless, the educational process can continue, even if it is carried out online.

Although the spread of the Covid-19 virus continues to decline, internet use among students continues to increase. The conveniences offered by the internet make it an inseparable part of the lives of today's students. However, the increasing use of the internet was also followed by an increase in various kinds of threats and cybercrimes. such as identity theft, fraud and hacking, cyberbullying, and intellectual property theft (Muthuppalaniappan & Stevenson, 2021) , as well as cyberbullying which makes the internet a hostile space for teenagers (Giumetti et al., 2022). Meanwhile, in Indonesia, based on the report of the State Cyber and Password Agency (BSSN), during January - October 2021, there were 1,191,320,498 cyberattacks that occurred in Indonesia. This number increased by 140.51% compared to 2020, which reached 495,337,202.

Basically, cybercrime involves activities such as theft of personal information, business intellectual property and the destruction of sensitive information for financial, political or other nefarious purposes. Meanwhile, this type of cyberattack involves malware, account hijacking, targeted attacks, malicious script injection, and others (Ariffin & Letchumanan, 2020). Cyberattacks target not only organizations such as government organizations, businesses, non-profit organizations, but also individuals.

The latest report of the International Telecommunication Union (ITU) in 2021 shows that internet absorption has grown from 4.1 billion people (or 54 percent of the world's population) in 2019 to 4.9 billion people in 2021, or 63 percent of the population, of which 71 percent are young users (between the ages of 15 and 24) or 1.24 times larger than the rest of the population. Meanwhile, the Microsoft Report (2022) shows that the world of education is a field that experiences a lot of cybercrime (82.7%) compared to other industrial fields such as retail and consumer services (8.18%), health and pharmaceuticals (3.91%), telecommunications (2.47%), financial services and insurance (1.56%), and government organizations (1.18%). Irfan, Akhter, & Shakeel, (2020) found that cyberattacks that occur among students are generally in the form of trojan or malware attacks, misuse of social media profiles, hacking files, automatic spam posts in email mailboxes, and hacking profiles on social media accounts. Meanwhile, (Al-Rahmi et al., 2020)found that among students there were many cases of cyber bullying and cyber stalking, but most of them were not aware of the implications of cybercrime.

To anticipate the increasing number of cyberattacks among students in higher education institutions, there is an urgent need for the integration of cybersecurity awareness into teaching and learning, so that students can increase their awareness

to surf the internet safely, ethically, and legally. The objective of the research was to investigate cybersecurity awareness among pre-service elementary school teacher students in Indonesia

Theory and Method

Cybersecurity has become a major concern and a serious problem for companies, government agencies, and mostly for people interacting with digital online systems due to the exponential increase in cyberattacks in various fields (e.g. finance, banking, healthcare, utilities, and many others including education).

The Computer Security Resource Center (CSRC) of the United States Department of Commerce in (Bergamasco et al., 2020), defines cybersecurity as:

> Prevention of damage to, protection of, and restoration of computers, electronic communications systems, electronic communications services, wire communication, and electronic communication, including information contained therein, to ensure its availability, integrity, authentication, confidentiality, and nonrepudiation.

The above definition means that cybersecurity is a measure of damage prevention, protection, and recovery of computers, electronic communication systems, electronic communication services, wired communications, and electronic communications, including the information contained therein, to ensure availability, integrity, authentication, confidentiality, and undeniable. Thus, it can be briefly described that cybersecurity is a process aimed at protecting information by preventing, detecting, and responding to attacks related to potential malicious, vulnerabilities and measures taken to prevent or combat them related to activities in cyberspace.

According to (Priyadarshini & Cotton, 2022), cybersecurity is the body of technologies, processes, and practices designed for the protection of networks, devices, programs, and data from attack, damage, or unauthorized access. This means that cybersecurity is a combination of technologies, processes, and practices designed to protect networks, devices, programs, and data from attacks, damage, or unauthorized access that includes network security, applications, information, and actions that occur in cyberspace.

The Internet is essentially a collection of loosely connected networks around the world that can be accessed by individual computer hosts, in a variety of ways, to anyone who has a computer and network connection without regard to national or geographical boundaries or times. However, as information becomes easier and more convenient, the risks that arise are increasing, including the loss of valuable information, stolen, altered, or misused.

Six key aspects related to cybersecurity: confidentiality, integrity, availability. authentication, authorization, and Nonrepudiation (Warikoo, 2021)

1. Confidentiality**:** It refers to protecting information from disclosure to unauthorized parties. When information is read or copied by someone who is not authorized to do so, the information will be lost in confidentiality. For some types of information, confidentiality is a very important attribute, such as research data, financial records, medical records, organizational strategies and others. Some of

cyberattacks focus on information confidentiality violations such as the theft of password data. The confidentiality aspect is aimed at preventing or minimizing unauthorized access to information. In other words, only authorized users can access data and resources to ensure protection from unauthorized access, use, or disclosure of information.

2. Integrity**:** This aspect aims to protect information from being altered by unauthorized or unwanted parties and individuals to ensure the trustworthiness, accuracy and completeness of sensitive information. Information can be corrupted when it is available on an unsecured network. Information will lose its integrity whenever it is damaged due to unauthorized changes, either due to human error or intentional interference. Information integrity is vulnerable to virus attacks, logic bombs, unauthorized access, malicious modifications, backdoors, and coding errors. Therefore, Integrity is essential to ensure the correctness and reliability of data. This prevents unauthorized users from modifying the data.
3. Availability**:** This refers to just-in-time and uninterrupted access to authorized objects, data, or resources. Some of the related threats to data availability include system failures, power loss, software errors, and environmental issues (natural disasters). In addition, sometimes, accidental deletion of files, excessive use of resources, or incorrectly labeling confidential objects can also result in data unavailability. Information that cannot be accessed because it is deleted results in a loss of availability. This means that people who are authorized to obtain information cannot get what they need. On the other hand, ethics users cannot access certain networks or services provided on the network, they experience a denial of service. Thus, ensuring the availability of information or networks is very important so that the information needed can be accessed when needed.
4. Authentication**:** It refers to the process of confirming the user's identity to ensure that the right person has access, as well as validating the message transmitted between the sender and receiver. This ensures that the authenticated sender is from the message, the message is authenticated, and only the authentic recipient can receive the message. This helps prevent unauthorized people from sending or receiving messages. To make the information available to those who need it and who can be trusted with it, the organization uses authentication and authorization. Authentication proves that the user is the person he claims to be. That proof might involve something the user knows (like a password), or something about the user proving the person's identity (such as a fingerprint). Authentication goes hand in hand with authorization, where users must be authenticated before performing activities that they are allowed to perform Authorization is the act of determining whether a particular user (or computer system) has rights to perform certain activities, such as reading files or running programs.
5. Nonrepudiation**:** This can be used to ensure that the parties involved in the communication cannot deny the authenticity of their signatures on documents or the sending of messages originating from them. One of the advantages for Nonrepudiation is such as implementing digital certificates in authentication, authenticating using biometrics, creating transaction logs, every activity is recorded in the log. Usually there are many failures in Nonrepudiation because the IT

Security policy is still not implemented properly, for example, there are still many who share passwords to enter the system, etc.

Awareness is defined as Having knowledge of a certain situation and behaving consequently; have knowledge of a particular situation and behave consequently.(Corradini & Nardelli, 2020) Thus, awareness is not only limited to having knowledge, but developing sensitivity to important issues in an area and acting appropriately

The rapidly increasing development of cyberspace over the past few decades has increased human interaction with cyberspace in areas such as healthcare, finance, technology, business, education, and others. The ease of connecting with each other using the same platform substantially is also accompanied by increased cybersecurity risks. Inthe last decade, internet coverage has shown an increasing trend of graphs showing the number of crimes that have increased day by day. Spam emails and phishing for ransomware infections are another common form of cyberattacks.

(Priyadarshini & Cotton, 2022)identified that most cybercrimes can be attributed to a lack of training on cybersecurity to end users of the internet itself. This can be traced in several points of observation: First, the lack of proper cybersecurity training can make users unaware of having been the victim of ethics violations in cyberspace. Secondly, the user himself may not be aware at some point of committing an offense in cyberspace something ethically wrong. Thirdly, due to the lack of training on cybersecurity, people may not know what to do in this situation, so even the actions it takes can further aggravate the situation.

The description above explains the very important need to increase the awareness of internet users, especially among students and students about the awareness of the internet safely and ethically. If awareness of cybersecurity aims to protect information by preventing, detecting, and responding to attacks related to potentially dangerous, the vulnerabilities and measures taken to prevent or combat them are related to activities in cyberspace, while awareness of internet ethics relates to presenting certain situations in the form of good and correct behavior.

Seven main aspects of individual behavior that are the main indicators of safe behavior on the internet, namely as follows (Priyadarshini & Cotton, 2022):

1. Privacy
   Privacy is often defined as having the ability to protect sensitive information about personally identifiable information, while protection is truly a component of security. Others define it as the right to be left alone.
2. Two-Factor Authentication (2FA)
   Two-factor authentication (2FA), sometimes referred to as two-step verification or double-factor authentication, is a security process in which users provide two different authentication factors to verify themselves. 2FA is implemented to better protect user credentials and user-accessible resources.
3. Identity Theft
   Identity theft, also known as identity fraud, is a crime in which fraudsters obtain important pieces of personally identifiable information (PII), such as Social Security or driver's license numbers, to impersonate another person.
4. Ransomware
   Ransomware is a form of malware designed to encrypt files on a device, making any file and the system that depends on it unusable.

5. Password
   A password is a string of characters used to verify a user's identity during the authentication process. Passwords are usually used together with usernames; they are designed to be known only to the user and allow that user to gain access to the application or website.
6. Mobile Protection
   Mobile protection refers to measures designed to protect sensitive information stored in and transmitted by the mobile phone. The security root of mobile devices is the goal of keeping unauthorized users from accessing the corporate network.
7. Internet Cookies
   Cookies are text files with small pieces of data such as usernames and passwords that are used to identify your computer when you use a computer network. Special cookies known as HTTP cookies are used to identify specific users and improve your web browsing in experience.
8. Social Media
   Social media is a collective term for websites and apps that focus on communication, community-based input, interaction, content sharing, and collaboration.

This study used a survey technique to achieve the research objective to investigate cybersecurity awareness among pre-service elementary school teacher students. The survey was conducted online. The questionnaire consisted of 35 questions to cover the knowledge, attitudes, and behavior aspects of cybersecurity, including privacy (6 questions), Two-Factor Authentication (2FA) (3 questions), Identity Theft (3 questions), ransomware (6 questions), password (4 questions), mobile protection (4 questions) internet cookies (3 questions), and social media (6 questions). The survey questions were developed from aspects of individual behavior that are the main indicators of safe behavior on the internet (Priyadarshini & Cotton, 2022). The survey questions were designed in Indonesian to make it easy for the respondents to understand. The survey link was sent via student class Whatsapp groups. 136 second-year students of pre-service elementary school teacher program of Universitas Muhammadiyah Pringsewu, Lampung, Indonesia completed the online survey questionnaire. The survey data were analyzed quantitatively.

Findings and Discussion

1. Knowledge of behavioral aspects of cybersecurity

When asked about the privacy settings on the internet browser as shown in Figure 1, none of the respondents did the settings with more privacy, 44.85% used the default browser settings, 50% made the settings with more privacy, 2.21% ignored the privacy settings, and 2.94% disable privacy settings.

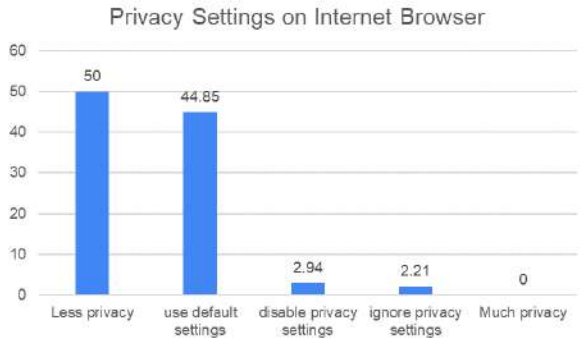


Fig. 1 Privace setting on internet browser

For the second items of questions based on knowledge about privacy, when asked about which information should be shared when an application requests that information, 21.32% of respondents are willing to share First name, last name, email, address, telephone number and ID number, 29.41% are willing share First name, last name, email, address, telephone number, 18.38 willing to share First name, last name, email, telephone number, only 23.53 willing to share First name, last name, email, and 7.25% are not willing to share any information.

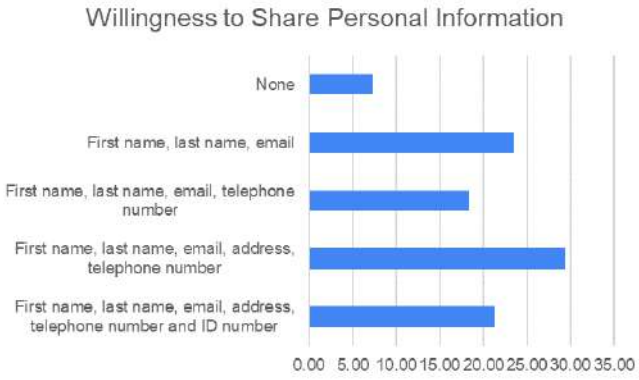


Fig. 2 Willingness to share personal information

Privacy is related to the concept of personal space and territoriality which is always carried anywhere and people will feel disturbed if the space is intervened. Privacy can have the possibility of confidential, classified and confidential values. Not all personal information of an account can be shared and known by a wide audience, because it may jeopardize the credibility of the owner.

For questions based on knowledge about privacy, when asked about what they know about Two-Factor Authentication (2FA), 66.18% of respondents know that 2FA is a method or security feature that uses two-step verification, the rest chose the wrong answer options.

2FA provides an additional layer when accessing a site, so that only the actual user or owner can access the site. When the security system increases, the threat of cyberattacks can be minimized. When an account or site is compromised, the user will lose access and the hacked account can be used by others to commit crimes.

For questions based on knowledge about identity theft, only 20.59% of respondents could identify the methods used by hackers to steal identities through social media, the rest chose the wrong answer options.

Every detail of someone's stolen personal data can be freely sold on the black market of the dark web. This data can be used to apply for loans and online fraud with other people's identities. Stolen data has the potential to be misused by hackers to commit online fraud using these stolen identities.

For questions based on knowledge about ransomware, when asked about what they know about ransomware, 44.85% of respondents know that ransomware is a type of software designed to block access to computer systems or data for extortion, the rest chose the wrong answer options.

For the second items of questions based on knowledge about ransomware, only 13.97 respondents knew ways to avoid ransomware, the rest chose the wrong answer options.

Ransomware is a type of dangerous computer virus. The way this virus works is by infiltrating and duplicating itself into computer system files and encrypting all files quickly. After locking all files on the computer, this virus will give a warning in the form of procedures for opening all files by making a ransom payment. If it is not provided within the specified time period, there is a possibility that all data will be erased and lost.

For questions based on knowledge about formulating a strong password, 45.59% of respondents can identify a strong password formulation. the rest chose the wrong answer choice. Using easy-to-guess passwords carries the risk of an account being hacked by hackers. As a result, users' personal data can be used to commit crimes such as online fraud. To avoid being hacked, the easiest preventative measure is to use a unique password for different accounts.

For questions based on knowledge about mobile protection, 11.76% of respondents are able to identify authentication modes on cellular phones, while the rest chose the wrong answer options.

Mobile phone protection is very important. Several authentication modes on mobile phones can be used to ensure the security of the owner's data, for example by installing additional security applications. Mobile phone protection will increase confidence when doing activities, because we don't have to worry about our important data being stolen by others.

For questions based on knowledge about internet cookies, 3.68% of respondens know the function of cookies, while the rest chose the wrong answer choice. Cookies are actually small amounts of data that are collected by websites to track the activities of online users in an effort to create personalized experiences in the future. However, if misused, internet cookies can pose a security risk, as hackers can store and use unique identities to log into user accounts without requiring a password.

For questions based on knowledge about How much time is spent on social networking every day 18.38 respondents spend <1 hour, 25.74% spend 1-3 hours, 30.15% spend >3 hours, 11.76% spend >10 hours, and 13.97 respondents states always connected to the internet all day long.

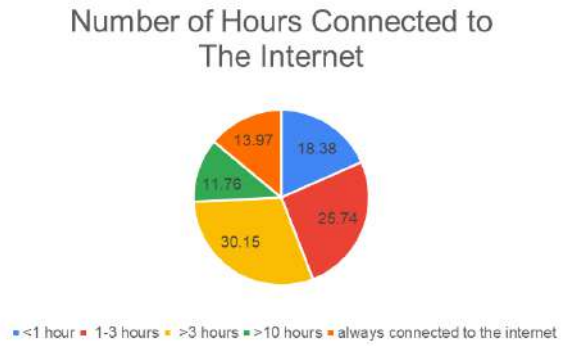


Fig. 3: Number of hours connected to the internet

When carrying out activities on social media, users have left digital footprints that will be stored eternally on the internet such as uploading photos, sharing messages, visiting web pages, uploading content or leaving comments, filling in personal data, internet banking and many others. The digital footprints left on the internet can be accessed by others in a short time and used for various cybercrimes

2. Attitudes toward behavioral aspects of cybersecurity

Attitudes are often considered as predictors of behavior, so by understanding respondents' attitudes towards cybersecurity, it can explain the factors that drive their cybersecurity behavior. Table 2 shows the overall attitudes and beliefs of respondents on the behavioral aspects of cybersecurity.

Tabel.1 Attitude toward behavioral aspects of cybersecurity

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disgree
I believe that giving permissions to new application are as good as granted when installing it to a mobile device.	16.91	36.03	19.12	26.47	1.47
I believe that giving permission to access names and contact phone numbers to third-party application services online does not pose any risk to the security of my privacy.	10.29	36.03	23.53	25.74	4.41
I believe that 2FA provides stronger protection for online accounts	27.21	63.97	8.09	0.74	0.00
I will not fill in complete information about personal data on data profiles on social media	19.12	56.62	13.24	10.29	0.74

I will pay a ransom on the account affected by the ransomware attack in order for the attacker to restore access to the account	5.15	22.79	27.94	36.76	7.35
I believe that I may be a target for ransomware in the future	4.41	38.97	27.21	20.59	8.82
The same password should be used for all social media accounts so that it is not easy to forget	17.65	47.79	12.50	17.65	4.41
Permission to use location on the phone should only be given to trusted apps	27.21	59.56	7.35	3.68	2.21
Permission for all device access to each app during install should only be granted to trusted apps	23.53	61.03	8.82	4.41	2.21
I believe that cookies are not dangerous, because they cannot be used to steal personal data of internet users	11.76	52.94	31.62	3.68	0.00
I believe that personal data on social media is very safe	0.00	71.32	20.59	0.00	8.09
For me, social media profile is important	36.76	14.71	20.59	23.53	4.41

For questions based on attitude toward privacy, the majority of respondents believe that providing personal information when installing new applications on their mobile phone does not pose any risk to the security of their privacy, so the majority of respondents are willing to give permission to access names and contact phone numbers to third-party party application services when installing new applications.

For questions based on attitude toward 2FA, the majority of respondents believe that 2FA provides stronger protection for online accounts. This belief is certainly very good to encourage them to do double security against online accounts.

For questions based on attitude toward identity theft, the majority of respondents believe that providing complete personal information on social media profiles poses a risk to their personal identity theft. This attitude encourages them to be reluctant to fill in personal data on social media accounts completely.

For questions based on attitude toward ransomware, some respondents stated that they were willing to pay a ransom to restore their accounts when hijacked using ransomware, and some of them said they were not. For respondents who mostly think creating a new account on social media is an easy job, losing an account is not a big problem, so when their account is hijacked using ransomware, they think they can re-create a new account. The respondents' status as students also led them to believe that they were not a potential target for ransomware attacks.

For questions based on attitude toward password, the respondents think that using different passwords for social media accounts can cause them to forget their own

passwords. Based on this belief, the majority of respondents stated that they used the same password for all their social media accounts.

For questions based on attitude toward mobile protection, permission to use device access should only be given to trusted applications. Likewise with permission to use location using GPS. Based on this belief, the majority of respondents stated that they gave permission to use the location only at certain times.

For questions based on attitude toward internet cookies, the majority of respondents believe that internet cookies on browsers have the potential for the security of their personal data. Based on this belief, the majority of respondents do not set cookies on their internet browsers, and leave the default settings provided by the browser.

For questions based on attitude toward social media, the majority of respondents believe that social media is very important to them, and the personal data they upload to their social media accounts is very safe. This belief makes respondents tend to upload whatever their daily activities are on their social media accounts.

3. Behavior about behavioral aspects of cybersecurity

Behavior of cybersecurity awareness is result of one's all kinds of experiences and his/her interactions with the environment that are manifested in the form of knowledge and attitudes. Table 2 show respondents' behavior of cybersecurity awareness which is a reflection of their knowledge and attitude towards cybersecurity

Tabel 2. Behavior toward behavioral aspects of cybersecurity

	Always	Often	Seldom	Rarely	Never
Turning on Google location services and/or GPS	29.41	38.97	40.44	20.59	0.74
Receiving an invitation to play together in a game application	5.88	22.79	33.09	43.38	25.00
Using 2FA in online accounts	34.56	41.91	37.50	8.82	7.35
Giving another identification number to unknown people	2.21	2.94	16.91	33.82	74.26
Backing up data	11.03	32.35	54.41	23.53	8.82
Updating the application	34.56	47.79	33.09	13.97	0.74
Changing password	2.21	28.68	44.85	47.06	7.35
Sharing passwords with others	0	7.35	11.76	34.56	76.47
Turning on Google location services or any other location services	27.94	43.38	31.62	25.74	1.47
Accepting cookies	13.97	45.59	43.38	16.91	10.29
Thinking about how your privacy will be affected before posting pictures, videos, etc. on social media	25.00	65.44	30.88	8.09	0.74

Commenting on posts of people you know	2.21	11.76	36.03	55.15	25.00
Sharing pictures, videos or other media	6.62	36.76	33.09	49.26	4.41

This study found that the overall level of respondents' knowledge was still low. 50% do privacy settings on their browsers with less privacy, and 44.85 respondents do not do any settings. More than 50% of respondents are willing to share valuable personal information, such as First name, last name, email, address, telephone number and ID number. On the other hand, there are still many respondents who cannot identify a strong password formula to protect their accounts from piracy (44.41%). Likewise, knowledge aspects of other cybersecurity awareness behaviors, such as mobile protection, identity theft, and social media. Overall, the data from this study indicate that their knowledge of cybersecurity cannot be translated into safe behavior or that their awareness is very low.

The respondents' low knowledge about cybersecurity aspects has an impact on respondents' attitudes and beliefs about the importance of privacy and security risks, as well as how to protect themselves from cyber attacks.

The results of the investigations reported in this study show that for the respondents, social media is everything. majority of respondents are willing to give permission to access names and contact phone numbers to third-party party application services when installing new applications. Their negligent attitude to protect their social media accounts with strong and different passwords for each account and the belief that the information they publish on social media accounts makes them vulnerable as targets for cybercrimes.

This study also found that overall, the behavior of respondents did not show high cybersecurity awareness behavior. The majority of respondents turn on Google location services, even though they are not needed, and do not change the passwords of their online accounts regularly. A large number of cybercrimes are caused by a user's lack of knowledge or insecure behavior such as sharing passwords and opening unknown emails and attachments. The need to protect personal data, as well as all aspects related to cybersecurity from malicious attacks or malicious use cannot be ignored. To increase the number of students in cyberspace who make the internet a part of their daily life, knowledge and awareness play an important role in increasing security. The results of this study indicate that even though students know about cyber risks, they still tend to ignore practical actions to protect themselves.

Every day, cybercriminals are reported to have exploited various threats, among them the students themselves (Adegbola & Fadara, 2022), Various cases of cybercrime among university students include identity theft (Makkonen et al., 2019), online fraud (Nizar & Jusoh, 2021), cyber bullying (Martínez-Monteagudo et al., 2020), and cyber-stalking Kavishe, A. M. (2021), sexual abuse, and others. Cyber security, has become one of the main concerns in universities, because students' understanding of privacy and security risks, as well as how to protect themselves from cyberattacks is a basic need in modern life. To increase cybersecurity awareness and prepare students for professional life, cybersecurity awareness will be most effective if integrated in all university education curricula (Azzeh et al., 2022),(Kim

et al., 2019), (Turner & Turner, 2019). Another approach that is also effective is to fundamentally help students prepare to protect themselves through cybersecurity education and training (Canepa et al., 2021), (al Shamsi, 2019). This approach will also help educational institutions to protect universities from cyberattacks.

Conclusion

This paper presents a questionnaire on aspects of cybersecurity awareness which includes students' knowledge, attitudes, and behavior toward behavioral cybersecurity awareness which consists of seven aspects: privacy, 2FA, Identity Theft ransomware, passwords, mobile protection, internet cookies, and social media. This reseach revealed that majority of students have low level of security awareness both in terms of knowledge, attitudes, and behavior. Most of respondents did not demonstrate enough secure behavior when using internet. The key contribution of this paper is to emphasize the necessity to improve cybersecurity awareness among students, and increase their knowledge to understand cyber risks and threads.

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Psychological Abuse of Queer Relationship in Machado's *in the Dream House* Novel

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Abstract

This research discusses a novel written by Carmen Maria Machado entitled *In The Dream House*. This novel tells the story of Machado as the main character who identified as the part of queer people, having the relationship as the lesbian in that novel. however, in that novel the author talks about her experiences during her relationship with her ex-girlfriend, in that novel, Machado tells the reader about the psychological abuse that faced by her when she got relationship with her ex-girlfriend in the past. In the novel, the author described about portrayal of queer relationship and the case of psychological abuse that suffered by the main character. This thesis has one research question: How is psychological abuse in the queer relationship portrayed in the novel in the dream house by Machado's. In this study, the writer uses descriptive qualitative methods to describe the phenomena inside the movie and supported by the novel by Machado as the data primary source. The data are in the form of the quotations that taken by the novel. This thesis applies a psychological approach to describe the portrayal of psychological abuse of queer relationship in the dream house novel. This thesis use gender trouble theory by Butler to identified the sexual orientation of the main character as the lesbian inside the novel. This paper shows that the main character in the dream house by Carmen Maria Machado is clearly identified as lesbian and get the psychological abuse from her relationship. From the daily activities and the behavior of her ex-girlfriend, the main character of this novel suffered the psychological abuse during her relationship.

Keywords: In The Dream House, Psychological Abuse, Queer People, Relationship

Introduction

Literature that is interwoven in the field of psychology is a discipline where language is used as a medium of expression to interpret humans, existence and culture (Mahendra & Amelia, 2020). Personality as well as individual differences that are always studied and discussed by artists, psychologists, and psychiatrists. There is a very strong correlation between literature and psychology for the fact that both deal with humans and their reactions, perceptions of the world, misery, Fear, desire, conflict and reconciliation. In this context, personality, the key element in both that is psychology and literature can be described "as the total pattern of characteristic ways of behaving and thinking" Which is a unique and distinctive method of individuals to adapt to their environment" (Kagan & Havemann,1968:422). Psychology is actually related to psychoanalysis in literary works, apart from characters, authors and the writing process, not only that but also subject to a psychoanalytic approach (Amelia, 2021)

This research focuses on the depiction of psychological abuse existence in literature, where there are the perpetrator and victim. A discussion about how the victim can be abused psychologically by the perpetrator will be the main focus of this research. Abuse is a mistreatment by other people or people who violate someone's rights human and civil rights. Abuse can range from treating someone with disrespect in a way that significantly affects a person's quality of life, causing physical suffering. Mostly there are 6 types of abuse: physical, sexual, verbal /emotional, mental / psychological, financial / economic, cultural/ identity. In reality, the abuser is the closest person. By looking at the definition, psychological abuse is able to give great destruction of the victim's self-esteem, sense of safety, and mental health. By considering how much damage to the victim is caused by the perpetrator of psychological abuse, the researcher decided to bring the issue to this research. Additionally, most of the people are not aware with the issue because the wound and scar cannot be seen, since it is located in the psychology of the victim

This research focuses on discussing the psychological abuse that happens in intimate queer relationship. The researcher sees lack of research that discussed the existence of psychological abuse in queer relationship. Most of the researchers focused only on the existence of psychological issue in straight relationship. That fact then urged the researcher to bring the issue but see it from the perspective of queer relationship. In antiquity the term 'queer' was at best, slang for homosexuals, at worst, a term of homophobic abuse. In recent years 'queer' has been used differently, sometimes as a general term for a culturally marginalized coalition of sexual self-identification and at other times to describe a nascent theoretical model that has developed from more traditional lesbian and gay studies (Ramadhani & Setiawan, 2021). Broadly speaking, queer describes a movement or analytical model that dramatizes incoherence in the supposedly stable relationships between sex chromosomes, gender, and sexual desire. According to Cheves in 2019, queer encompasses any non-cisgender, non-heterosexual identity, relationship, behavior, or desire

(Cheves, 2019). To specify the research about psychological abuse in queer relationship the researcher has chosen the object of analysis of this research. This research used a novel by Carmen Maria Machado entitled *In the Dream House* to be the object of analysis. The novel *In the Dream House* is a memoir that was published in 2019 and considered as memoir. This novel show about good and bad, love and abuse, and the tenderness and violence that Machado experienced with her ex-girlfriend (unnamed). The synopsis of the story focused on how the main character could move on from the toxic relationship that she had before. Machado is one of the young creative writing students in the Midwest, he meets other writers, she is a woman, "thin and androgynous," but her name is not mentioned in this novel, instead Macado calls her the dream house woman, and the two fall into an abusive affair. Passionately. The woman became Machado's first true girlfriend. For someone who feels that as a "weird fat girl" she is lucky to be loved at all, she thinks the relationship is a revelation. Machado rejoices that his wishes are reciprocated "without needing to change a single cell" of who he is. Over time their relationship, which has been marred by several outbursts of jealousy and controlling behavior on the part of the women in the Dream House, becomes a fluctuating between tenderness and bursts of verbal and psychological abuse. Through the synopsis of the story, the readers may already know that the main character is a queer. Therefore, by looking at the synopsis of the story, the researcher assumes that the novel contains the material of psychological abuse in queer relationship.

In this research, the researcher used fifth previous studies that reflected to the topic that discussed in the novel, first is the research that entitled A Literature Review of Intimate Partner Violence and Its Classifications by Parveen Ali (2016), in this research the researcher of that researcher presented types of abuse and violence, such as physical abuse, psychological abuse, and economical abuse. the second study is An Analysis of Woman Abuse as Portrayed in Kathy O'Beirne's Novel Don't Ever Tell by Elvia Fitri Sinaga (2017), That research aims to describe the abuse and impact of the abuse that was experienced by the woman main character in a novel entitled Don't Ever Tell. the third study is Violence in Intimate Relationship between Same-Sex Partners: Prevalence Study by Santos (2017, In this article the research aims to characterize the violence that happened in intimate partner relationships between same-sex partners. By examining 168 participants that are main women, the researcher was able to find the statistics of psychological abuse that happened in the same-sex partner. the fourth previous study that entitled An Analysis of Abuse in Laurie Halse Anderson's Novel Speak and Eka Kurniawan's Novel Cantik Itu Luka: A Comparative Literature Analysis, This thesis written by Meity rahayu sari hasibuan discussed about violence and equality and the differences that occur in the two novels, and the last previous study is **Emotional Abuse in Danielle Steel's Novel "Big Girl" Hastika (2013),** The objectives of the research are: to find out the categories of Emotional Abuse faced by Victoria in Danielle Steel's novel "Big Girl".

Theory and Method

Psychological approach will be the fundamental theory of this research, since this research focuses on psychological issue as seen in a novel. In specific the theory of psychology in literature is used in this research to find out the problems or conflicts experienced by the characters through the behavior, words, language of the characters (Afif & Amelia, 2021). According to a study that was conducted in 2011, literature psychology is a study of literary works that are believed to reflect psychological processes and activities (Minderop, 2011). The psychological approach reflects "the effect that modern psychology has had" on both literature and literary criticism. Psychological criticism has a number of approaches, but in general, it usually uses one (or more) of three approaches: the first is an investigation of the artist's "creative process": what is the nature of literary genius and how does it relate to normal mentality? Function? The second approach is the psychological study of a particular artist, usually noting how the author's biographical circumstances may influence or influence their motivation/or behavior and the third is the analysis of fictional characters using the language and methods of "psychology. The psychological approach leads most directly to the substantial amplification of understanding," literary works. When discussing psychology and its place in literature, it is like studying the imagination of writers. Since all literature is based on some kind of experience, and because all writers are human, we need to be trapped in a wide spectrum of emotional problems (caused by experience.) Not all psychological paths in literary analysis are carried out to arrive at an understanding of literary works, to a certain extent. Thus, the psychological issue of the issue is examined by using literary psychology as the fundamental. A psychological lens is used to reveal the existence of psychological abuse in the novel. Specifically, the researcher saw the issue through the psychological abuse lens.

Psychological Abuse

Mostly there are 6 types of abuse: physical, sexual, verbal /emotional, mental / psychological, financial / economic, cultural/ identity.

The first is physical abuse that is referred to the physical force against someone (The First Step, 2015). Physical abuse can be considered as physical abuse if it injures and/or endangers the person or the victim (The First Step, 2015). Hence, it always uses physical activity of injuring or endangering, such as punching, biting, or many others. Though sexual abuse also can includes physical abuse, sexual abuse generally has different definition with physical abuse. Sexual abuse is referred to any situation where someone is forced to participate in unwanted, unsafe, and/or degrading sexual activity (The First Step, 2015). Simply, it referred to the forced sex without consent. Meanwhile, verbal or emotional abuse is the kind of abuse where the victims feel emotionally down (The First Step, 2015). It means that the person is being abused emotionally and not physically. The victim will take responsibility for their abuser's actions and behaviors towards them (The First Step, 2015).

This research focuses on revealing the portrayal of one of the types of abuse, which is psychological abuse, in a literary work. Hence, the theory of psychological

abuse is used as the second theory. The theory of psychological abuse came from Murphy and Hoover in 199 who believed that psychological abuse is the abuse of psychology that may hurt the mental of the victim (Murphy & Hoover, 1999). In definition, psychological abuse is an abuse that consists of coercive or aversive acts intended to produce emotional harm or threat of harm (Murphy & Hoover, 1999). Thus, the perpetrator of psychological abuse will target the psychology and well-being or the sense of self of the victim. By looking at the definition, the term psychological abuse is seen as the term of choice to refer non-physical abuse interactions in intimate relationship (Follingstad, 2007). According to (Sharon A., 2019) from the journal psychological abuse includes several signs and symptoms, as written below.

1. Name Calling: Explicitly abusive name-calling, derogatory language, or insults that damage the target's self-esteem and self-concept for example calling the victim of abuse a "bitch" or other hurtful words.
2. Yelling: All forms of screaming, especially out of context. Even shouted "Shut up!" harsh and in a high-pitched voice.
3. Insulting the person: An action that causes feelings of hurt or deep resentment forms of verbal abuse for example: "Your body is too thin"
4. Threatening the person or threatening to take away something that is important to them: a common form of verbal abuse that can be very explicit, for example "If you won't do what I say, I'll leave you." Which will make the person feel threatened and have to carry out the order"
5. Imitating or mocking the person: Imitating is the act of making something so that it resembles something that already exists, it can often be used for fun, ridicule, or imitation of life. This is verbal abuse for example "you are a despicable person"
6. Swearing at them: Swearing is an act of uttering curses or similar vulgar and abusive language towards someone or something. Example "Stop being a prostitute"
7. Ignoring: Ignoring states giving inadequate attention to something that deserves someone's attention "don't care about partner's circumstances or lack of empathy don't care about partner's circumstances or lack of empathy / not allowing partner to go out to play/restricting partner's freedom
8. Isolating the person: The state of being in a place or situation that is separate from others or it can be an act of separating something from other. For examples locking them in a room doesn't allow them to join in on important things

Excluding them from meaningful events or activities: Excluding them from events or activities which means "he/she is not included in the activity.

Judith Butler's Queer Theory

The term queer is coming from the adjective word, which means weird and odd, this term is the first time produced on the 20th century. Moreover, the term queer itself the first time used by people to hate gay men in the letter that written by John Douglas, the 9th Marques that rebel to his son's relationship with the same sex at that time. From that, since 19th century the term queer is becoming the umbrella

term to describe the homosexual identity or those who are identified as lesbian, gay, bisexual and transgender.

1. Lesbian: This term is for women or female that identified has sexual attraction, romantic attraction, relationship with the same gender as them. Which means they loves to attract to the same gender which is female too.
2. Gay: This term is for man or guy, that identified has sexual attraction, sexual experience, romantic attraction and the emotional attraction to the other guy. Which means they have interest to the same gender, which is man too.
3. Bisexual: This sexual orientation, is more reflected to those whether it is male or female that has attraction to both of gender. They have possibility to be with someone with the same gender or different gender from their own.

Transgender: in this term, it is very special term. Transgender means those who has transition from their own birth gender to the other gender. It could be happened to male and female, when they have a decision to be part of the other gender.

The researcher sets the research method as guidance to conduct the research neatly (Adepati & Samanik, 2018). The researcher believes that the research can be conducted well by setting a clear research method (Ranti & Nurmaily, 2021)The researcher used descriptive qualitative method to present the research to the readers (Heaverly & Kasih, Jane Austen's View on the Industrial Revolution in Pride and Prejudice, 2020). Descriptive qualitative method is used because this research is considered as textual analysis (Cenita & Nurmaily, 2020). Hence, to present the data, quotation, words, and sentences will be used (Kardiansyah, 2016). Descriptive qualitative method is used to present textual data and analysis (Amelia & Dintasi, Ephebophilia Suffered by the Main Character in the Novel Lolita by Nabokov, 2017). Descriptive qualitative is used, because the method focused on the content of analysis and the actions that were done by the characters (Aryangga & Nurmaily, 2017). Moreover, it is used because the method of descriptive qualitative is different from quantitative method (Falaq & Puspita, 2021). The method focuses on non-numerical data and the actions done by the characters (Farras & Nurmaily, 2020). Considering that, it is seen as a suitable method to explore the research descriptively through explanation (Rido, 2015). Additionally, library research method is also used to collect the data in the form of article, written sourcebooks, and articles (Kiranamita & Samanik, 2021)

Findings and Discussion

Name Calling

Name calling is defined as an action that explicitly abuse a person by using name-calling and derogatory language that can insult and damage the target's self-esteem and self-concept (Sharon, 1999). In other words, name-calling is giving a bad name to a person, in which the name-calling can affect the victim's psychological. In the novel *In the Dream House*, the researcher could find several proofs of name-calling that were done by Machado's ex-girlfriend to Machado.

Datum 1

*"You're going to kill us and you don't even care**, you selfish bitch**!"*
"I—"
*"**You selfish bitch**" She begins to pound the dashboard.*
*"**You selfish bitch**, you selfish bitch, you selfish—" (Machado, 2019:92).*

The quotation above happened when Machado and her girlfriend wanted to go home after went to Harvard-Yale. Machado explained that her ex-girlfriend was a reckless driver, so Machado directly drove the car without asking. However, in the middle of their way to Indiana, suddenly her ex-girlfriend asked why Machado did not let her drive. Softly, Machado explained that it was because she was too tired to drive after the Harvard-Yale event, thus Machado decided to drive. But, suddenly her ex-girlfriend got angry and yelled at Machado, even though Machado gave her a very reasonable reason. She accused Machado hated her and that was why Machado did not let her drive. Moreover, she suddenly said *"***You selfish bitch***"* to Machado over and over again. She did not even give Machado a chance to speak, as could be seen in the quotation. The quotation above showed that Machado's ex-girlfriend did the name-calling, because for several times, her ex-girlfriend said the phrase *"***You selfish bitch"**. The word **"Bitch**" refers to a female dog, which is a slang to refer to an unkind or unpleasant woman. With that definition, and supported by the theory of psychological abuse, one of the characteristic of the person do the psychological abuse is giving name calling, based on the theory this activity explicitly abusive name-calling, derogatory language, or insults that damage the target's self-esteem and self-concept. it could be interpreted that Machado's ex-girlfriend gave her a bad name-calling, which was "**you selfish bitch"** that meant a selfish, unkind, and unpleasant woman. The word **"bitch"** itself is a rude and vulgar slang. it is supported by the first symptom of theory psychological abuse, which is name calling, since based on the theory explicitly abusive name-calling, derogatory language, or insults that damage the target's self-esteem and self-concept (Sharon A., 2019). so that, the researcher assumed that the quotation in page 92 above showed that Machado's ex-girlfriend showed that she did one of the signs of psychological abuse, which is name-calling.

Datum 2

""You are such a fucking cunt", she says.
"You never take the responsibility for anything""**(Machado,2019:171)**

In page 171, as written above, Machado's ex-girlfriend name-calling her with the vulgar and bad word, which was **"cunt". "Cunt"** itself is an extremely vulgar slang word that refers to the genitals of woman. It usually used as a rude way to say something bad to the people we do not like. this action is categorized as the symptoms of psychological abuse that faced by the main character, it is supported by the theory of psychological abuse which is name calling, since based on the first symptom name-calling, derogatory language, or insults that damage the target's self-esteem and self-concept are categorized as the characteristic of psychological abuse. In that case, the reason of why Machado's ex-girlfriend said that was because, according to her ex-girlfriend, she moved a lot when she slept. It then made her ex-girlfriend

could not sleep all night. When Machado heard that reason, Machado still tried to be nice to her ex-girlfriend by saying that her ex-girlfriend could wake her up later if she move a lot again. But, instead of listened to Machado, her ex-girlfriend suddenly said bad words to Machado. She said that Machado was a cunt who never took responsibility at anything. That fact showed that Machado's ex-girlfriend did the name-calling as the form of psychological abuse towards Machado. Murphy and Hoover in 199 who believed that psychological abuse is the abuse of psychology that may hurt the mental of the victim (Murphy & Hoover, 1999). The First Step in 2015 also stated that the sign of psychological abuse includes the name-calling (The First Step, 2015). Hence, the researcher believed that the datum 3 above included as the name-calling done by Machado's ex-girlfriend to Machado.

Yelling

The second sign of psychological abuse according to Sharon (2019) is yelling. Sharon (2019) explained that yelling includes all forms of screaming, especially if it is out of context. Further, Sharon explained that a harsh high-pitched voice also included as yelling. In other words, the yelling can be marked by the way the speaker raise the voice or talk in a loud voice. In *In the Dream House* novel, the researcher found several proofs that proved Machado's ex-girlfriend yelled at Machado. The proofs were written below.

Datum 2

"You are the most inconsiderate ***fucking person*** *I've ever met, and how* ***fucking dare you*** *just walk out of the building with no explanation like that", every time you bring up the woman she starts yelling again." (Machado, 2019:41)*

"she starts yelling again" those words clearly shown that the way Machado's ex-girlfriend yelled every time something happened not like she wanted to, showed how Machado's ex-girlfriend abused Machado psychologically. One time, Machado was very sleepy when she did a job as standardized-test scores with her friends and ex-girlfriend. Hence, at that time, Machado decided to go to the toilet so she would not get sleepy. When she was at the toilet, she saw a woman who need help. Turns out that the woman suffered from panic disorder. Seeing that, Machado decided to help her calm by bringing her outside and listening to her story. However, Machado forgot the time because she did not want to interrupt the woman's story, which made Machado did not go back to the building and picked up her ex-girlfriend's call for two hours. Because of that, her ex-girlfriend was very angry and slammed her hand as hard as she could on the dashboard. Seeing the anger of the ex-girlfriend, Machado explained about the woman who got panic attack at the toilet and how she helped her and listened to her story, which made her could not pick up the phone because she did not want to interrupt the woman. However, after Machado explained the situation, the ex-girlfriend did not want to hear that and got even angrier. While pounding the dashboard, the ex-girlfriend yelled while saying that Machado was the most inconsiderate person she ever met. The problem did not stop there, because as could be seen in the datum above, the ex-girlfriend kept yelling at Machado every time Machado brought the discussion about the woman. The

researcher could feel how the ex-girlfriend raise her tone and voice when she talked to Machado, because in the novel, it was written that the ex-girlfriend was very angry and could not control the rage. It considered as yelling, according to the theory. since based on the theory, psychological abuse has several action that categorized as psychological abuse, and this action is categorized as the 2nd character of psychological abuse which is yelling to the main character. The datum is in line with the definition of yelling, which is a harsh high-pitched voice and the scream. Thus, the datum above showed the way the ex-girlfriend yelled at Machado as a form of psychological abuse, which is yelling.

Datum 3

*"She is still yelling as you go inside. "Why did you want to make such a fancy dinner? She says. "**You fucked everything up**, this whole night you fucked up. We just have this weekend together and **you have fucked everything up**.", She is still yelling as you begin the laborious process of washing your face."* (Machado,2019:86)

At one occasion, Machado went to the Halloween party with her ex-girlfriend in the late October. After went home from the Halloween party, her ex-girlfriend suddenly mad at Machado without any specific and reasonable reason. She suddenly kicked the door and yelled at Machado as they went inside the house. Not only that, while yelling, Machado's ex-girlfriend also madly asked why Machado made a fancy dinner, while actually, in the previous page it was explained that her ex-girlfriend was the one who initiated the fancy dinner with tuna as the menu. Machado's ex-girlfriend said that Machado fucked the whole night and messed everything, even though during the party Machado did nothing. Instead, her ex-girlfriend was the one who complained everything, got mad, and got drunk. Though Machado said nothing when her ex-girlfriend yelled and mad at her, her ex-girlfriend kept yelling at her. It was stated in the datum above that the ex-girlfriend yelled at her from the time they entered the house until Machado wanted to wash her face. The yelling of the ex-girlfriend was clearly described in the datum above, proven by the words "**She is still yelling as you go inside**" as Machado explained how the ex-girlfriend yelled at her for a long time. Therefore, the datum above included as a proof that the ex-girlfriend yelled at her. It means that, the ex-girlfriend fulfill the second sign of psychological abuse, supported by the theory of psychological abuse, this action is categorized as the second symptoms of psychological abuse which is yelling, since based on the theory the person who has problem with psychological abuse that often give this action to people around them.

Insulting

In the journal of psychological abuse by Sharon (2019), insulting defined as an action that causes feelings of hurt or deep resentment forms of verbal abuse (Sharon, 2019). The insulting is the verbal abuse aims to insult the person. The example of insulting that may insult the victim is: "your body is too fat". This third sign of psychological abuse also could be found by the researcher of this current research

in *In the Dream House* novel. The findings and analysis of insulting proofs were written below.

Datum 4

*"**You are the most inconsiderate fucking person I've ever met**, and how fucking dare you just walk out of the building with no explanation like that*"(Machado,2019: 41)

In page 41, Machado did not answer to her ex-girlfriend's call for several time without any explanation. She also went out of the buildings and her ex-girlfriend could not find her anywhere. After they met again, her ex-girlfriend got very mad because Machado disappeared and did not pick up her call. However, at that time, Machado explained that she did not pick up the call, because she helped a woman who at time got panic attack. She listened to the woman's story and did not want to interrupt, which was why she did not pick up the phone. Sadly, after the reasonable explanation of Machado, her ex-girlfriend did not accepted that and she even said that Machado is the most inconsiderate person. it shown by the words "**You are the most inconsiderate fucking person I've ever met**" Inconsiderate person referred to a person who acted without consideration. In other words, the person is thoughtless and headless. The way Machado's ex-girlfriend said that Machado was inconsiderate, even though Machado at that time helped a woman, showed that her ex-girlfriend intentionally insulted Machado. Insulting defined as hurtful verbal abuse (Sharon, 2019). Therefore, the datum above showed that the ex-girlfriend insulted Machado by saying that Machado is inconsiderate. After the ex-girlfriend said that, Machado responded by saying "Don't talk to me like that", which showed that she felt insulted and hurt by the words of her ex-girlfriend. Thus, the datum above showed that the ex-girlfriend did insulting as a form of psychological abuse towards Machado, this supported by the third characteristic of psychological abuse which is Insulting, and the action of the character to the main character that makes the researcher assumed that the main character as the person who suffered psychological abuse from her ex-girlfriend.

Threatening

In the theory of psychological abuse, threatening refers to an action that aims to take away something that is important to them (Sharon, 2019). A common form of verbal abuse that can be very explicit, for example "If you won't do what I say, I'll leave you." Thus, the purpose of threatening is to make the person feel threatened and have to carry out the order or instruction (Sharon, 2019). Additionally, threatening is used to force people to do something. In the novel, the researcher found several proofs that showed how the ex-girlfriend threatened Machado.

Datum 5

*"**You're not allowed to write about this**," she says. "**Don't you ever write about this. Do you fucking understand me**?" You don't know if she means the woman or her, but you nod. Fear makes liars of us all.(Machado,2019:45-46)*

The datum above happened after the incident of Machado who did not pick up the phone because she helped a woman in the bathroom, as explained in datum 4. At that time, Machado cried because her ex-girlfriend was very rude and mean to her. Machado expected that after she explained the situation, the explanation could deflate her ex-girlfriend's rage. Machado even expected that the ex-girlfriend could apologize to her because she said bad things, but turns out that her ex-girlfriend even got angrier. It then made Machado cried. But, instead of calm Machado, the ex-girlfriend threatened Machado. the words "**You're not allowed to write about this," she says. "Don't you ever write about this. Do you fucking understand me?"** as the proof of the action of threatening by Machado's ex-girlfriend. in that position the ex-girlfriend unbuckled the seat belt and leaned very close to your ear while threatened Machado to not write or told anyone about that. The ex-girlfriend even said the same thing with emphasis. She emphasized that Machado were not allowed to write that. The researcher believed that at that time, the ex-girlfriend wanted to emphasize what she could do if Machado did not follow her want, because at that time the ex-girlfriend emphasized her statement while leaned very close to Machado's ear. Sharon believed that the act of threatening can make a person feel threatened and scared (Sharon, 2019). In the datum above, it was clearly stated that Machado feared her ex-girlfriend, thus she nodded when her ex-girlfriend said that. In other words, the datum above, indirectly showed that the ex-girlfriend threatened Machado, which was considered as one of the signs of psychological abuse, this supported by the symptoms that shown by the character inside the novel that categorized as the characteristic of psychological abuse that suffered by the main character, which is threatening by the other character inside the novel. since, based on the theory, threat someone is categorized as the characteristic of psychological abuse, and it is happened to the main character inside the novel.

Datum 17

"Your mouth moves, but nothing comes out, and ***she squeezes your jaw a little harder. "Look at me when I fuck you,****" she says. You pretend to come."* (Machado,2019: 82,)

In the relationship, Machado's ex-girlfriend often accused Machado had sex, wanted to have sex, or planned to have sex with everyone, included Machado's roommate, Machado's roommate's girlfriend, dozens of Machado's friends, and even those people Machado has not met. Thus, one day, Machado's ex-girlfriend rubbed her finger over the intimated organ of Machado. When she did that, suddenly she grabbed Machado's face and twisted it towards her, while asking Machado who Machado thinks at that time. When Machado has not answered the question yet, her ex-girlfriend squeezed Machado's jaw harder and threatened Machado to look at her when she had sex with her. It could be considered as threatening because at that time, indirectly the ex-girlfriend wanted to say that Machado should look at her and not thinking of anyone else. The threatening also strengthened with the fact that while saying the statement, the ex-girlfriend squeezed Machado's jaw. The way the ex-girlfriend initiated that Machado should look at her and not thinking of anyone

else while squeezed Machado's jaw proved that Machado tried to intimidate Machado and made Machado afraid of her. those action is clearly seen by the words "**she squeezes your jaw a little harder. "Look at me when I fuck you," she says",** from those words, this condition supported bu the psychological abuse theory, Sharon (2019) explained that the purpose of threatening is to make the person feel threatened and have to carry out the order or instruction (Sharon, 2019). In the datum above, it could be seen that the ex-girlfriend said the instruction that made Machado fear her and forced to follow what she said. From that, the researcher assumed that the main character Machado has get the threatened by his ex-girlfriend and it is indicates her become the person who suffered psychological abuse in the novel.

Imitating or Mocking

In the sign of psychological abuse, imitating or mocking is referred to an action of making something so that it resembles something that already exists (Sharon, 2019). It often used for fun, ridicule, or imitation of life (Sharon, 2019). The imitating or mocking aimed to hurt the victim psychologically. The researcher found several proofs that showed how the ex-girlfriend of Machado imitated or mocked her.

Datum 6

"You mention it once, ***but then she does that thing where she repeats what you've said a few times, each time getting a little more sarcastic*** *until you apologize, though you never know what you are apologizing for*"(Machado, 2019:103)

In *In the Dream House* Machado explained the behavior of her ex-girlfriend who always extra in buying products, in a negative way. Machado said that her ex-girlfriend always bought too much and it never made sense to Machado the way her ex-girlfriend filled their fridge. It became annoying for Machado because every time Machado opened the fridge, it smelled bad and looked like a dumpster. Because of that, Machado tried to tell her ex-girlfriend about that. But, instead of change to the better and listen to Machado, her ex-girlfriend mocked her by repeating what Machado's said for few times, and each time it got more sarcastic. from the words "**but then she does that thing where she repeats what you've said a few times, each time getting a little more sarcastic"** Machado felt that the ex-girlfriend imitated and mocked her until she finally apologized so she would stop, even though she did not know what she was apologizing for. The way Machado's ex-girlfriend imitated what Machado said, even though it was for the good, showed how the ex-girlfriend did not respect Machado and underestimated Machado. from the theory, Sharon (2019) agreed that imitating can refer to the act of making something so that it resembles something that already exists, usually it is used for fun, ridicule, or imitation of life (Sharon, 2019). Therefore, the researcher believed that the datum above showed the way the ex-girlfriend psychologically abused Machado, in terms of imitating and mocking.

Swearing

Swearing is also included as one of the signs of psychological abuse. Swearing is an act of uttering curses or similar vulgar and abusive language towards someone or something (Sharon, 2019). Swearing can also refer to the act saying bad, vulgar, abusive, and rude words to other people. With the difficulties of the ex-girlfriend in controlling her emotion, the researcher could find the data that showed the ex-girlfriend swearing to Machado. There are several data that were found in the novel *In the Dream House* that showed how unstable the emotion of the ex-girlfriend is, until the ex-girlfriend often swearing at Machado and felt fine with that. She easily swears at Machado.

Datum 7

"You fucked everything up, this whole night you fucked up. We just have this weekend together and you have fucked everything up."(Machado, 2019:86)

The datum above happened when they celebrated the Halloween party together, as has been explained in datum 5. At that time, without any reason, the ex-girlfriend got mad and swore at Machado, even though Machado did nothing wrong. The ex-girlfriend added the words **"fuck"** for three times in a sentence. **"Fuck"** is a slang used as the offensive and harsh way to say that the person do not like, respect, or care about someone or something. In the datum above, the ex-girlfriend said **"fuck"** to Machado as a form of disrespect to Machado. based on the theory of psychological abuse, swearing is an act of uttering curses or similar vulgar and abusive language towards someone or something (Sharon, 2019). Therefore, the datum above showed that the ex-girlfriend swore at Machado through the words "**You fucked everything up, this whole night you fucked up"** and supported by the characteristic that categorized as symptoms of psychological abuse from the character inside the novel to the main character.

Isolating

The next sign of psychological abuse is isolating. Isolating defined as the state of being in a place or situation that is separate from others or it can be an act of separating something from other (Sharon, 2019). The example of isolating can include locking them in a room or doesn't allow them to join in on important things. The act of isolating can be done intentionally in the case of psychological abuse. The researcher of this current research also found the data that showed the ex-girlfriend isolated Machado.

Datum 8

"This is, you will recognize later, a pattern: ***she loves to walk away from you in places where you know no one, where you have no power, where you can't simply get up and go somewhere.*** *Over the course of your relationship* ***she will walk away from you in New York a total of seven times.***"(Machado, 2019:165)

In the novel *In the Dream House,* Machado told the readers how her ex-girlfriend often intentionally isolated her by not allowing Machado to join her. The ex-girlfriend intentionally left Machado without any reasonable reason. In the datum

above, Machado clearly told that her ex-girlfriend showed the same pattern during their relationship, where her ex-girlfriend loved to walk away or leave Machado in a place where Machado knew no one, have no power, and could not go somewhere else. it is shown by the words "**she loves to walk away from you in places where you know no one, where you have no power, where you can't simply get up and go somewhere",** Even, Machado counted that her ex-girlfriend has walked away and left Machado for seven times, proven by the words **"she will walk away from you in New York a total of seven times** "and it was only in New York, not other places. those two actions including as an isolating, based on the theory of psychological abuse isolating could be seen in the act of intentionally being in a place or situation that is separate from others or it can be an act of separating something from other (Sharon, 2019). From the datum above, the researcher could see clearly that Machado's ex-girlfriend separated herself from Machado in an unknown place, and it is identified as the action that categorized as psychological abuse that faced by Machado in the novel.

Datum 10

*"You scramble some eggs, make some toast. She eats **mechanically** and leaves the plate on the table. "Clean that up," she says as she goes to the bedroom to get dressed*."(Machado,2019:175)

One day, Machado cooked breakfast for her ex-girlfriend, which was scrambled eggs. Machado also made some toast to be eaten by both of them together for breakfast. But, instead of talked together while eating their breakfast, Machado's ex-girlfriend just ate mechanically, left the plate on the table after she finished, and asked Machado to clean her plates. The word "**mechanically"** that is written in the datum to describe the way the ex-girlfriend ate can be interpreted as the way she ate automatically without much thought or feeling. The researcher believed that it means that the ex-girlfriend just ate without talked or said something to Machado. In the datum also, the ex-girlfriend said nothing to Machado. After the ex-girlfriend done eating, she just went upstairs to get dressed, without said anything to Machado. She just commanded Machado to clean her plates, but she did not say thank you to Machado for cooking her breakfast. She even did not tell Machado where she would go dressing up upstairs. this supported by the theory of psychological abuse, in that theory there is an action of isolating that categorized as the symptoms of psychological abuse, Isolating refers to an act of separated others from the activity, place, or anything. Isolating is the state of being in a place or situation that is separate from others or it can be an act of separating something from other (Sharon, 2019). In the datum above, the researcher believed that the ex-girlfriend tried to separate Machado by said nothing and directly went upstairs to get dressed. The ex-girlfriend did not even tell Machado what she was doing or where she wanted to go at that time.

Excluding

Excluding is the last sign of psychological abuse according to the theory of psychological abuse by The First Sign and Sharon. Excluding means that exclude them from events or activities which means he/she is not included in the activity (Sharon, 2019).

Datum 10

"She goes on a ski trip to Colorado with her parents and ***you are not invited***.(Machado, 2019:117) in that quotation, Machado's ex-girlfriend went to a ski trip to Colorado, but Machado were not invited to go together with her. The ex-girlfriend then called Machado her fun activities there, drank a gin and tonic, while Machado picked up the phone at Machado's house, did nothing but writing. In the novel, Machado always tried to invite her ex-girlfriend to every occasion and event. Machado even invited her ex-girlfriend to meet her parents. However, in the datum above, it was clearly seen that the ex-girlfriend excluded Machado from her activities by not inviting Machado, even though Machado was her girlfriend. this shown by the words **"you are not invited",** in this position The ex-girlfriend also did not say sorry and did not give any explanation of why she did not invite Machado. She just directly went, and when she was already at Colorado, she just called Machado to tell her fun activities. this action is identified as excluding activity, and this activity is categorized as the symptoms of psychological abuse, since based on the definition, psychological abuse is including exclude people from the important moment of someone, excluding means that exclude them from events or activities which means he/she is not included in the activity (Sharon, 2019). from the quotation and supported by the theory of psychological abuse, the researcher assumed that the main character Machado is the one who gets psychological abuse from her ex-girlfriend in that novel.

Conclusion

In this chapter, based on the data findings and the discussion of how is psychological abuse in the queer relationship portrayed *in the novel in the dream house* by Machado's. The researcher concludes that the main character of *in the dream house* by Machado's as the person who have different sexual attraction which is lesbian, and during her relationship she got the psychological abuse from her girlfriend. It is strongly shown by the quotation and the narration from the author that identified as the first person or the main character of *in the dream house* Novel. There are nine behavior that is shown by the main character inside the movie, such as: Name calling, yelling, insulting, threatening, imitating or mocking, swearing, ignoring, isolating and excluding. Those nine symptoms that happened to the main character proven by the quotation and the narration from the novel by Machado.

Those nine activities as the portrayal of psychological abuse in the queer relationship in society, the behavior of the main character's ex-girlfriend described the behavior of person who did psychological abuse. and this become the psychological problem that suffered by the main character's ex-girlfriend.

This thesis is nearly related to the first previous study that conducted in 2016, an article entitled A Literature Review of Intimate Partner Violence and Its Classification was written and published by Ali. In that research, Ali discussed further about the violence that might happen in an intimate partner. . The researcher of that researcher presented types of abuse and violence, such as physical abuse, psychological abuse, and economical abuse. Same as Carmen Machado that as the author and the main character in that novel who got the physiological abuse from her partner. Those activities are supported by psychological abuse with the psychological approach by Sigmund freud and to represent the point of queer relationship, the researcher combine those of two theories with theory of gender trouble by Judith Butler to show the main character as part of queer people or the person with sexual attraction with the same sex.

At the end, the researcher strongly agrees then the novel *In the dream house by* Machado has the case of psychological abuse suffered by the main character inside the novel. Proven by the data findings that has been found from the novel and supported by the theories. Through this research, the researcher hopes that this would be useful for the future researcher who wants to discuss the issue about psychological abuse towards queer people as the knowledge and the researcher hopes that this study makes people more realized about the behavior of psychological abuse in society later on.

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The Portrayal of Social Oppression as Seen in Jordan Peel's Us Movie

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Abstract

Social Oppression is formerly known as the activity when one group is being dehumanized by another group or a group which more dominant. In general we can say that oppression is when a group in a position of power controls in cruel and unfair ways. Therefore, this research aims to analyze the portrayal of social oppression in Us movie 2019 by Jordan Peele. In this study, the researcher used a descriptive qualitative method which enclosed library research with written word from dialogue and picture from capture scene in the movie. This research used sociology of literature as the approach.. The result of this analysis shows that Red's family, the characters in Jordan Peele's Us movie experiences oppression from the superior group. Based on the theory used, Red's family experiences three level of oppression which are the personal level, the interpersonal level, and the institutional level. In arranging this study, the writer also applies cinematographic aspects such as camerawork, lighting, additional technique in analyzing data presented in movie to determine oppression faced by the characters.

Keywords: Cinematic Technique, Social Oppression, Us Movie

Introduction

It is undeniable that the differences in social status are becoming the concern over time and it is more problematic. The differences of social status become the concern and it can cause the conflict among those classes. Since in the beginning of history, there are some significant issues related to science, religion, knowledge, and upon universe, (Samanik & Lianasari, 2016). The problem also

occur in society. All societies arrange their members in terms of superiority, inferiority and equality. In society, humans have a basis in interdependence within sociology in term of the relations on interpersonal and social and cultural levels, (Setiawan & Setri, 2020). It is difficult to understand the behavior of people without knowing the social stratification because those who are in the same position or classes will think in a similar way, they have the same lifestyle and finally create a pattern of social class.

Social class describes how people group themselves according to prestige and the influence they have in the society (Gilbert, 2002). The focus of Gilbert is income where people are classified according to the economic system. When a person gets quality education, the occupation is better and the level of class rises. The status in the society can be inherited if someone is born in a family of wealthy individuals. According to Gilbert (2002), some households earn more income than others can if they increase number of those who are capable of earning income. The size of household is very important because if they combine their income, it becomes higher. The one who is higher will unjustly takes advantage of, and exercises power over, another group using dominance and subordination that we called as social oppression that finally create social issues. Problems and social issues in literature can also be manifested through a movie as a media. Film or movie defined as "a series of moving picture that is recorded with sound, it can tell a story, shown at cinema or movie. Movie is produced by recording image from the world with cameras, or by creating images using animation techniques or special effect" (Hornby, 2006, p. 950) However, generally a film can include various messages, knowledge, entertainment and moral value. The message in the film is to use the mechanism of symbols that exist in the human mind in the form of message content, sound, speech, conversation and language. Language is an important aspect of communication (Amelia, 2016). Basically, films can be categorized into two parts, namely the category of story films and non-story films. Therefore, films are not only a means of entertainment but by watching films we can also increase knowledge and see the portrayal of social life. Literature was used to portray a realistic life and to guide society in ideal way of life (Kardiansyah, 2017). The significant of the social phenomenon and globalization in a particular society has inspired some writers or even director to create a new fiction work that has a social element with the aim of capturing certain phenomena and creating a reflection of the community itself in the form of literature that comes from their ideas. Ideas can be described as a content, messages and the purpose that is informed by text, (Afrianto 2018). One of the directors Jordan Haworth Peele has shocked the public with his new movie, in which world and reality affects the work that someone's expressed, (Samanik, 2018). The movie captured the social life of American society in his horror movie that published on March 8, 2019 entitled Us.

The movie tells the story about two groups of people live in America. Each of the groups is representing two different classes in the social structure of society. They are the American people who live above where they have a freedom and wealth and make them free to do anything for their interests. Instead, the American people who live below or in the film called as "tethered" are describe as the lower classes who do not have anything and ignored from the government's attention and it becomes the literary work that contains sarcasm about how the people

from above and the government oppress them and being abandoned. Further, this movie also gives insight and support to the audience to stop this conflict and feel free to appreciate the others whoever they are, whether it is from upper class or lower class of society to stop doing the oppression to them. They can achieve the better live if they can trust themselves and having strong intention to get what they want. The issues that reached all the way from the activities of everyday life to broader arenas of ideology and societal institutions is important to being discussed, (Setiawan & Lina,2017).

Theory and Method

The researcher applies descriptive qualitative method since it is a content analysis that describes in Descriptive qualitative method will be used as it suits with this research since the type of the research in this study is a textual analysis which intended to analyze the social oppression in form of dialog and capture of the scene from the movie. Kardiansyah (2016) stated that the data in qualitative research are texts including dialogues and narration. The use of a qualitative method is important since the data taken are from certain issues inside the movie, (Aryangga & Nurmaily 2017) Descriptive qualitative research can be describes as a content of analysis that describes in detail a message or a particular text (Mahendra & Amelia, 2020). For further information, descriptive research also can be described as a technique collected in the form of written or spoken words, pictures (Cenita & Nurmaily, 2020). The data collected is not in the form of numbers, (Habibah & Nurmaily, 2020). It is can be concluded that the method that we will uses is to find out, define and describe the finding that are analyzed by the researcher.

Findings and Discussion

The discussion will be divided into two sub discussion which are the level of social oppression, and the effects of social oppression that found in the movie. Further, the cinematic technique will be discussed in each sub discussion.

Level of Oppression

There is three level of social oppression found in this movie. There are the personal level, the interpersonal level, and the institutional level.

The Personal Level

The characters experience the personal level of oppression when Red's family come to Gabe's family house wearing all red costumes. Gabe and his family so scared and confused who they are because they suddenly come to their house. Then Gabe ask who they are, Red answer that they are American. Instead of asking Who are you?, Gabe used another question which is What are you that makes Red disappointed with his action. The director used close-up shot to depict the emotion from Red’s face who shows her expression in which she feels disappoint-

ed and sad at the same time. It really shows the oppression from the interior group which is Gabe's family to Red's family that seems lower based on their psychological and physical appearance. Thus, this is one of the personal level of oppression that found in this movie, when someone or a group being oppressed with someone or group who has a power and more exterior because of their psychological and physical appearance.

The Interpersonal Level

The characters experience the interpersonal level of oppression when Gabe try to protect his family by ask Red to take his wallet, his car and everything, as long as Red leave his family. Gabe has a prejudice that Red and her family is not a good person, they were a robber who wants to take everything from his house, so that's why Gabe wants to give his wallet and his car to Red's family. The camera angle and lighting focus to Gabe's face and it shows from his expression that he is belittling his interlocutor. In real life, there is normal when someone who looks bad is being discriminated and prejudice that they are is a bad people, they have a bad attitude, even though we don't know exactly whether they are good or bad people, but we judge books by its cover, this is what we called as the interpersonal level of oppression in society. It's all about prejudice that finally becoming the discrimination among the society. Thus, this scene contains the interpersonal level of social oppression that found in this movie.

The Institutional Level

The characters experience the instituional level of oppression whenZora starts the conversation about the government put the fluoride water to control their mind, but no one response her. Oppression exists when one group is being dehumanized by another group or a group which more dominant and the minority group will become the oppressed group that is underestimated. In this situation, the government which becoming the dominant group try to take the advantages from the people by controlling their mind. And this is one of the examples of the institutional oppression found in this movie, when the government make experience by putting fluoride in the water in order to take advantage of the society.

The Effects of Social Oppression

The effect of oppression that found in this movie is when the destruction happened everywhere. It could be understood that the destruction is the effect of social oppression that happened to the oppressed group. As according to Akers (2011) Observation of behaviors or behaviors' consequences provides patterns for action. Rewards, punishments, and consequences reinforce the behavior. Red learned by what the government has done to them, in which Red as their leader encourage them to have their right to live in equality, and it is affected their behavior where they are become violent to other people in order to replace their lives and take what they have. Also when Red cut the paper by scissors, the paper like two people who is tethered each other. This action shows the symbol that Red want to untethering her life with Adeline. This action she called as untethering is killed their other body. This data shows that the oppression has affected their be-

havior. They develop the desire for justice and it motivates them to use violence to achieve better humanity. They repeating the behavior of the government, in order to gain some benefits from the oppression itself. The After people from up ground die, they can choose what they want. And they will not live in abandoned tunnel anymore without have the chance to decide what they want to do with their life. Finally they can have freedom to do whatever they want to do and get the facility that they never had. Because of this, people from oppressed group doing such a mess up action for their life.

Conclusion

From the discussion above based on the data obtained, the writer draw conclusion that Red's family experience oppression in the level of personal, interpersonal, and institutional. The oppressions are represented through mise en scene theory by Benyahia that will focus more in setting, performance, costume and properties, color, lighting and camerawork. All of the data are gathered after the writer analyzing scenes, dialogue, and narration. For the first finding which is the level of social oppression there are the personal level, the interpersonal level and the institutional level. For the personal level, the researcher found the scene when Gabe seems underestimated to Red and her family because of their physical appearance. The next personal level of oppression is when Red explained her reason why she did this to Adeline. It is because as the tethered they create by the government so the government can use them to control the ones above like puppets. It contains the personal level of oppression because it clearly shows that the government and people who live above underestimated them who live underground based on their psychological appearance. The next is interpersonal level, the researcher found there is a scene when Gabe try to protect his family by ask Red to take his wallet, his car and everything, as long as Red leave his family. For the Institutional level of oppression, the researcher found the scene that when Zora talk about the government who trying to put fluoride in the water to control people, here is the government as the institutional and the dominant group clearly doing oppression to the people by trying to control and take advantage from them.

The second finding is the effects of social oppression contain in the movie. It is shows when the people who is being oppressed can finally afford for their freedom, they are start to fight and lead to make a revolution to have the equality in society in the scene that shows when Red draws human chain in chalkboard. Effect of oppression also can be seen in the movie when destruction happened everywhere. The camera angle take the focuses when the doppelgänger kill their tethered and mess up the situation because the only way for them to free from the oppression is by cut the tethering from people who live up ground by kill them. After people from up ground die, they can choose what they want without have to following what government and people up ground did. This action she called as untethering or killed their other body. They develop the desire for justice and it motivates them to use violence to achieve better humanity. They repeating the be-

havior of the government, in order to gain some benefits from the oppression itself.

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The Analysis of Students' Difficulties in Learning English

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Abstract

This research aimed to 1) find out what students' problems are when they are learning English, 2) the causes or factors of students' difficulties in learning English experienced by students, and 3) find out the strategies to solve the problems facing students' difficulties in learning English. The qualitative method, in terms of the case study, was used by the researchers in this research. The researchers used questionnaires and interviews. The participants of the study were 32 students of X IPA 3 at SMAN 1 Abung Pekurun. The research findings reveal that the students have difficulties learning English, especially the four skills in English, in which reading skills have the highest score, meaning that 82.2% are challenged in reading skills. The teaching and learning process and the learning environment are the most prominent factors affecting students' difficulties in learning English. It can be concluded that many students still needed to learn English skills and were facing difficulties with English learning vocabulary. The strategy is for students to study according to their learning styles and change their study habits.

Keywords: Factors, Problems, Strategy, Students' Difficulties

Introduction

Education is an effort to realize planned learning so that learning occurs effectively, actively, and attractively for students. Therefore, according to Yamin (2017), teaching is more than just imparting course material; it also alters student behaviour to achieve intended outcomes. As a result, a teacher must be able to create and apply various learning tactics based on students' skills, interests, and developmental stages. Although Djamarah (2011) defines challenges in learning as a circumstance in which pupils cannot study well due to some danger, hindrance, or disruption to learning.

English is an international foreign language to study in various regions and an important international language to connect people across continents to communicate and socialize. *English* has been a foreign language taught in Indonesian schools since the country's independence in 1945 Lie (2007). According to Mandasari et al. (2022), English has become an international language that can facilitate its users to be the ability to communicate with each other without being limited by countries' differences. Mattarima and Hamdan(2011) state that English is compulsory in many Indonesian schools.

Some individuals choose to engage in English classes to improve their skills. To excellent foreign language skills, two-aspect must be taken into consideration. The first aspect is both teachers' and students' self-learning environments. The second is how students gain knowledge on their own, without the assistance of teachers. These two essential variables are related in terms of English teaching. As a result, if teachers and students are to accomplish the aim of English proficiency, these two variables are necessary.

Senior high schools in Indonesia use English subjects; in learning English subjects, not a few students feel less effective in receiving material, even many still find it challenging to accept English learning during class based on this, and the researchers are interested in examining the process of learning English in the classroom. The researchers chose the title because students at school had difficulty learning English lessons. When the researchers asked the students whether studying English was challenging, almost all said it was. The students in SMAN 1 Abung Pekurun find it challenging to use English in their daily activities when they are studying. Therefore, these studies the difficulties of students at SMAN 1 Abung Pekurun in learning English.

Theory and Method

The researchers acquired, classified, analyzed, and made a final decision based on data interpretation without generalizing in this study. This research was carried out using a close-ended questionnaire and an interview using purposive sampling techniques distributed to students. The participants are students of SMAN 1 Abung Pekurun; the participants in SMAN 1 Abung Pekurun from grade 10 to grade 12 are 442 students and based on informal observations, it was found that the ability of class 10 was still deficient, so only class 10 were selected as the sample especially students of class X IPA 3 totaling 32 students. In this research, the researchers used a qualitative method using questionnaire and interview data, giving several items that need to be filled in by respondents from class X IPA 3 at SMAN 1 Abung Pekurun. This research was conducted to generate and find out the data needed for this research. The following stages in the data collection technique are the most critical evidence in this study: The researchers used Miles and Huberman's data analysis technique. According to Miles and Huberman (2014), data collection, data reduction, data display, and conclusion are the steps to analyze data.

Findings And Discussions

In this chapter, the researchers presented the research findings and discussion from questionnaires and interviews conducted with students at SMA N 1 Abung Pekurun. The findings of each aspect will then be presented in a table.

Students' Problems in Learning English

This part elaborated on the results of questionnaires related to the student's problems in learning English. The detailed results can be seen below.

Table 1. Students' Problems in Learning English

NO	QUESTION	YES	NO
1	Are you having trouble with your reading skill?	82,2%	17,8%
2	Do you find it challenging to communicate in a foreign language?	81,2%	18,8%
3	Do you find it difficult to communicate in written form?	75%	25%
4	Are you having trouble with your listening skill?	75%	25%
5	Are you having trouble with your writing abilities?	71,9%	28,1%
6	Do you find it difficult to pronounce English the language?	62,5%	37,5%
7	Do you find it difficult to understand the language?	62,5%	37,5%
8	Are you having difficulty with your spelling?	59,4%	40,6%
9	Is it difficult to read sentences that use English correctly?	59,4%	40,6%
10	Do you find it challenging to communicate verbally?	53,1%	46,9%
11	Do you have difficulty remembering new words?	50%	50%

Source: Fadhilah, A. N. 2020. "The analysis of student's difficulties in learning English as a Foreign Language". A graduating Paper. Salatiga; IAIN Salatiga.

Based on the table above from 32 students, for the reading skill, there are 82.2% of students who have problems with reading skills agree and choose 'yes', while there are 18.8% of students who do not have difficulties with reading skills choose 'NO'. Moreover, 81.2% of students chose 'yes' for the second question to the challenge of communicating in a foreign language. Meanwhile, 18.8% of students also chose 'no' and that the students need help communicating in a foreign language. For the third question, 75% of students chose 'yes' that students have difficulty communicating in written form. Meanwhile, 25% of students chose 'no' tit means the students do not have difficulty communicating in written form. For the fourth question, 75% of students chose 'yes' that students have problems with listening skills.

Meanwhile, 25% of students chose 'no', which means the students do not have problems with listening skills. For the fifth question, 71.9% of students chose 'yes'

to students having trouble with writing abilities. Meanwhile, 28.1% of students chose 'no' means that students do not have trouble with writing abilities.

Furthermore, for the sixth question that is 62.5% of students chose 'yes', which means they need help pronouncing the language in English. Meanwhile, 37.5% of students chose 'no' so that students could easily pronounce the language in English. For the seventh question, 62.5% of students chose 'yes' because they find it challenging to understand the language. Meanwhile, 37.5% of students can easily understand the language. For the eighth question, 59.4% of students chose 'yes', meaning they had difficulty spelling.

Meanwhile, 40.6% of students chose 'no', and the students did not have difficulty with their spelling. For the ninth question, 59.4% of students chose 'yes' that students had difficulty reading sentences using English correctly. Meanwhile, 40.6% of students chose 'no', which means the students can easily read sentences using English correctly. Questions eighth and ninth are continuous because most students find more difficulties in spelling and reading sentences using English. Next, 53.1% of students chose 'yes' for the tenth question, which students find challenging to communicate verbally.

Meanwhile, 46.9% of students chose 'no' because students do not find it challenging to communicate verbally. For the last question, 50% of students chose 'no', and students found difficulty remembering new words. Meanwhile, 50% of students chose 'that students do not find difficulty remembering new words. The results of this study can be concluded that of the four skills, the most challenging skill for students is reading skill because reading skill is the highest result.

4.1.2 Factors that cause students difficulty in learning English

The table below showed the result of the factors students face when they are learning English, The detailed results can be seen below.

Table 2. Factors that cause students difficulty in learning English

NO	QUESTION	YES	NO
1	Is a lack of motivation affecting your ability to study English as a foreign language?	62,5%	37,5%
2	Do your lack of effort affect your ability to learn English as a foreign language?	53,1%	46,9%
3	Is your learning handicap affecting your ability to learn English as a foreign language?	53,1%	46,9%
4	Do you have any negative language learning habits that are affecting your ability to learn English as a foreign language?	43,8%	56,2%

Source: Fadhilah, A. N. 2020. "The analysis of student's difficulties in learning English as a Foreign Language". A graduating Paper. Salatiga; IAIN Salatiga.

Based on the table above, four factors affect students' difficulties in learning English. For the first question, 62.5% of students choose 'yes', namely students who lack the motivation to learn English as a foreign language. Meanwhile, there are 37.5% of students choose 'no. For the second question, there are 53.1% whom students choose 'yes' because students lack the effort to learn English. Meanwhile,

there are 46.9% of students choose ‘no’. For the third question, 53.1% of students choose ‘yes’ that students learning handicaps affect learning English. Meanwhile, 46.9% of students choose ‘no’. For the fourth question, 43.8% of students chose ‘yes’ and that students have any negative language learning habits affecting their ability to learn English. Meanwhile, 56.2% of students choose ‘no’.

The Strategy Done by Students

The table below showed the results of students’ solutions to solve the problem.

Table 3. The Strategy Done by Students

NO	QUESTION	YES	NO
1	Is it possible to overcome your challenges in learning English as a foreign language by using a relaxed but focused learning strategy?	84,4%	15,6%
2	Is it possible to overcome your challenges in learning English as a foreign language by using a concentrated listening strategy?	78,1%	21,9%
3	Do you have a plan in place to deal with your issues studying English as a foreign language?	75%	25%
4	Is it possible to overcome your difficulties in learning English as a foreign language by using a thorough writing strategy?	75%	25%
5	Is it possible to overcome your challenges in learning English as a foreign language by using a strategy of memorizing difficult vocabulary?	71,9%	28,1%

Source: Fadhilah, A. N. 2020. “The analysis of student's difficulties in learning English as a Foreign Language”. A graduating Paper. Salatiga; IAIN Salatiga.

Based on the table above, from 32 students for the first question, 84.4% of students chose ‘yes’ that possible to overcome challenges in learning English as a foreign language by using a relaxed but focused learning strategy. Meanwhile, 15.6% of students choose ‘no’. For the second question, 78.1% of students chose ‘yes’ that possible to overcome challenges in learning English as a foreign language by using a concentrated listening strategy. Meanwhile, 21.9% of students choose ‘no’. For the third question, 75% of students choose ‘yes’ and that students have a plan in place to deal with issues studying English.

Meanwhile, 25% of students choose ‘no’. For the fourth question, 75% of students choose ‘yes’ and that students possibly overcome the difficulties in learning English by using through writing strategy. Meanwhile, 25% of students choose ‘no’. For the last question, 71.9% of students said that possible to overcome challenges in learning English by memorizing complex vocabulary.

Interview

The researchers presents interview data consisting of questions related to the difficulties faced by students in English lessons, the data are presented as follows:

Difficulties in Learning Materials

1. Do you have any difficulties with the learning materials of English language lessons? If yes, what are these, and why do you regard them as difficulties.

Difficulties related to the teaching and learning process

1. Do you find it challenging to study English in a classroom? If yes, what kind of issues do you have with your learning process? (What kinds of activities do you enjoy doing the most, and what kinds of tasks do you struggle with the most?) Which skill do you find the most difficult to master? Why is that?

2. - Do you have any difficulties studying English? If yes, what kinds of problems are you having with yourself and your study habits? Do you enjoy learning English? (Time management, motivation, self-confidence, etc.) why?

Difficulties related to a learning environment

1. Are they any obstacles in your classes that make learning tough for you? If yes, what kinds of difficulties do you face? (number of pupils, discipline issues, inadequate learning environment, attitudes of students and teachers.)

Factors causing students' difficulties in learning English

1. Does a lack of motivation affect your ability to study?
2. Does a lack of effort your ability to learn English as a foreign language?
3. Is your learning handicap affecting your ability to learn English as a foreign language?
4. Do you have any negative language learning habits that affect your ability to learn the English language?

The strategy is done by students

1. What is the solution you will do to solve your problem or your difficulties in learning English?
2. How to overcome your challenges in learning English by using a relaxed but focused learning strategy?
3. Can overcome your challenges in learning English by using a listening strategy?
4. What is your plan to deal with your problem in learning English as a foreign language?
5. How to overcome your difficulties in learning English by using a thorough writing strategy?
6. Is a strategy of memorizing difficult vocabulary can solve your difficulties in learning English as a foreign language?

In this discussion, the researchers elaborated on the study's findings and analyzed the difficulty that tenth-grade students face when learning English. According to the result of the questionnaires and interview data, it was stated that the student's problems faced learning English from the aspect of language difficulties. Based on an interview done by the researchers, some students stated that in learning materials, they had difficulty with speaking skills, listening skills, reading skills, and writing skills. This finding is supported by Mandasari et al. (2022) stated that seeing the importance of mastering English skills, students at the high school level are expected to be able to master at least the basics of English for daily communication.

Language difficulties faced by students in tenth-grade student' in learning English related to learning material are as follows:

1) Reading skills, based on interviews that researchers have taken, some students stated that student's difficulty learning English material by reading words in English and feeling bored when reading some text or books. As a result, this finding is also supported by Dugdale & Clark (2008) stated that learning challenges, low-quality education, dissatisfaction with learning, parental illiteracy, a family history of language, literacy difficulties, or any combination of these factors can all contribute to poor reading skills.

2) Speaking skills, based on the results of questionnaires and interviews, the students stated that they needed help learning the material in the speaking skill because it is difficult for students to pronounce sentences in English. Interview data taken by the researchers also supports this; some of the students stated they had difficulty pronouncing. Is supported by Suryani et al. (2020) stated that speaking is one of the fundamental skills that students who are learning English as a foreign language should acquire. It is also strengthened by Mandasari & Aminatun (2020) stated that technological innovation will provide a specialized technique to improve students' speaking skills.

3) Listening skills, the result of this study is also supported by interview data taken by the researchers; the students stated that if they were listening to someone speaking English, the speaker she heard spoke with a different pronunciation from her writing. This finding was supported by Mandasari (2016) stated that in many circumstances, senior high school students regard listening as a formidable ability to master. Students are not accustomed to listening to sounds in English made by native speakers, among other reasons. They are given materials in the form of generated materials specially designed to teach listening. As a result of this situation, students need to be more interested in the materials provided by teachers.

4) That there is the last skill is writing skill; in addition to the questionnaire, the finding of this research data was also supported by interviews conducted by the researchers with the students in the class; the students stated that she/he did not understand the meaning of her/his writing, so he/she wrote sentences. This finding was supported by Sari (2016) stated that writing is the process of transferring ideas, logical reasoning, and linguistic form into graphic symbols on a piece of paper utilizing appropriate norms such as content, organization, vocabulary, language use, and mechanics.

5) Difficulty in memorizing vocabulary

According to the finding of the results of the interview, it showed that many students gave statements that they had problems memorizing vocabulary because they considered English vocabulary challenging to memorize. Interview data also support the result of this study. Some students stated that they need help learning English materials to read English vocabulary; it is considered difficult, and does not concentrate on remembering the vocabulary. Nurmala & Aminatun (2021) stated that vocabulary plays a vital role in communication, so we can only communicate well with sufficient vocabulary.

6) Difficult in pronunciation

Based on the results of the interview data, students stated that they have difficulty pronouncing English because it is difficult to pronounce the words in English. Adeline strengthened this finding (2020) stated that due to the different sound systems utilized in English and Indonesia, mastering English pronunciation is frequently problematic.

Furthermore, language difficulties faced by students of X IPA 3 in learning English related to the teaching and learning process are as follows:

1) Lack of confidence

Based on the results of the interview data, students stated that students experienced problems with self-confidence, they lacked confidence which made them difficult when learning English and made them less attractive in class. This finding was supported by Akbari & Sahibzada (2020) stated that the majority of the current crisis in the educational system is based on poor self-confidence, which caused many students to participate insufficiently and make unsatisfactory development despite spending a lot of time in class.

2) Deadline is too fast

Based on the results of the interview data, the students stated that they had difficulty when they were given assignments online, the time given was too short, and sometimes if they were not holding their cellphones they were late in submitting their assignments. This finding was strengthened by Chrisnatalia & Rahadi (2020) stated as a result of learning this done digitally affects students when working on assignments because the deadline or submitting assignments is one of the obstacles.

In addition, there are students' difficulties in dealing with learning English related to the learning environment as follows:

1) Limited learning environment and time

Based on the result of the interview students stated an unsupportive learning environment, such as not having friends to study with, and being accompanied by limited time because they only study at school. As a result, this finding is also supported by Demet & Nuray (2021) stated teaching and learning should be delivered in such a way that students are engaged and their communication skills are improved. Teachers should be provided with feedback and the opportunity to work in a communication-based environment.

2) The teacher is too tense

Based on the result of the interview data, the students stated that the factor was that teacher was too tense so the students felt afraid. This finding was supported by Fanani (2010) stated teachers need to do ice-breaking activities in the learning process according to the condition and needs of students, to break the ice of the learning atmosphere in the classroom.

In this section, the researchers discusses the findings of the factors faced by students; according to the results of the questionnaires and interview data from 32 students in the class it was stated, the researchers found that most of the students had factors that caused students to find it difficult in learning English, namely:

1) The lack of students' motivation toward learning English

Based on the interview result, students stated that the factors that influence them are motivation; they are less motivated to learn English because English is quite complex, so they are not motivated to learn and do not understand the importance

of learning English. Sari (2021) stated in the associated study that motivation is characterized by fulfilling learning objectives and self-efficacy. It is also strengthened by Oktaviani & Mandasari (2020) stated that using media in the classroom can help students become more motivated to study English.

2) The lack of effort

Based on the results of the interview data, students stated that they still needed more effort in learning English because they only relied on learning in class and were not interested in learning English. This finding was supported by Wibowo (2016) stated that learning style is the key to developing performance at school and in interpersonal situations. An appropriate learning style with the wishes of students will make students easily understand the material taught and ultimately positively impact achievement.

3) The next factor based on the result of interview data is whether students had study habits. The students stated that less structured study habits and obstacles in the learning environment that did not support them in learning English affected their English learning ability. Besides that, they also have limited time to study and do not have friends in their practice. As a result, Demet & Nuray (2021) supported the finding that students need technology integration into English lessons. Technology should be effectively used to cultivate students' interests and motivation.

4) Use of regional language

Based on the result of the data interview, students stated that learning English is difficult because they still often use regional language in their daily lives, so they are still carried away by the regional language. This finding was strengthened by Diani et al. (2019) stated that reference is a form deviation in learning a foreign language; this occurs to the influence of the mother tongue system during the process of foreign language learning.

Next, the researchers discuss the strategies used by students; according to the questionnaires and interview data that the researchers has taken, 32 students in the class have various kinds of problems and factors that cause students difficulty in learning English. Besides, those students have a strategy to solve their difficulties in learning English. It is found in the questionnaire that students filled out, and the researchers has also interviewed students who were selected to be interviewed regarding these problems.

1) Listening to music

Based on the result of the interview, the students stated the correct solution was to do the part of not understanding the meaning; the students said that they would listen to music, watch movies and try to understand the meaning of words, Simamora supported this finding, & Oktaviani (2020) stated film or movie is one of the engaging media that can assist students in learning a language.

2) Memorizing vocabulary

Based on the result of the interview data, the students stated that strategies they can use to simplify or increase the vocabulary they know by memorizing new words. This finding was strengthened by Isnaini & Aminatun (2021), who stated that for their English to improve, English language learners must increase their vocabulary. Songs are one of the methods.

3) Through Instagram media

Based on the results interview done by the researchers, the students stated that through Instagram, students could follow accounts that contain English learning content, such as learning different vocabulary and grammar. This finding was strengthened by Kelly (2015) argues that practical Instagram learning tools improve students' focus on vocabulary and grammatical accuracy.

4) The writing strategies

Based on the results, the students stated that it could help to better understand the word by translating the unknown sentence; from that, students can find out and make it easier. This finding was also supported by Ayu & Zuraida (2020), stating that writing down could be challenging because it is a multi-skilled process.

5) Use Google Translate media

Based on the interview results, students stated that when there was much unknown vocabulary, it was to use an online dictionary, namely Google Translate, or a printed dictionary to make it easier. This finding was supported by Medvedev (2016) stated that one of the most straightforward and accessible tools to assist people with their translation needs is Google Translate.

Conclusion

The researchers want to conclude the research results. Based on the results, there are difficulties when students face learning material, such as the difficulty of 4 skills in the English aspect; reading is the most challenging for students. Besides that, the lack of master vocabulary and pronunciation also affects their difficulties and other problems in the learning and teaching process, such as a lack of confidence. Furthermore, some factors cause students to have difficulty in learning English, which causes students' lack of motivation in learning English, lack of effort, study habits, and still use of regional language. Some of the factors of the problem that students face are those cause students to have difficulty in learning English. However, the strategies are done by students in handling their difficulties in English, such as; Listening to music, memorizing vocabulary, writing strategies, using a dictionary, and learning English through Instagram media; despite these difficulties, students must have motivation and interest in learning English and supportive learning environment to learn English more effectively.

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Analysis Of Word Formation in Sport And Wellness Terminologies: A Case Study Of Men's Health Magazine

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Abstract

The research is entitled Word Formation Process in Sport and Wellness in *Men's Health* Magazine. This study aims to analyze and explain the process of word formation that occurs in the *Men's Health* Magazine by applying Yule's theory. The research was designed as descriptive qualitative research. The sample of this research was sport and wellness terms found in eight articles in *Men's Health* Magazine published on November 2021. There were 10 types of word formation by Yule (2010). The result of this study showed, there are 49 data of *compounding*, 39 data of *derivation*, 9 data of *abbreviation*, one datum of *borrowing*, and one datum of *clipping*. Therefore, it can be concluded that there are five of ten types of word formations in the articles. Furthermore, there is no *coinage*, *blending*, *conversion*, *backformation*, and *multiple processes* found in the articles.

Keyword : Magazine, Sport and Wellness Term, and Word Formation

Introduction

It is believed that human beings always need to communicate to other people, as people and communication are two things that cannot be separated (Rabiah, 2012). In the activity of communication, humans have different purpose. People can communicate to fulfill their needs, deliver ideas, or exchange information and messages (Day Translations, 2018). The most importantly, language has the abil-

ity to play a role as a tool to deliver idea or even desire (Rido, 2020). Thus, to do that, people need the media, which is language. According to Wibowo, language is a system of symbols that are meaningful and articulate sound(generated by said tool) which is arbitrary and conventional, which is used as a means of communicating by group of human being to give birth to feeling and thoughts (Wibowo,2001). Briefly, to interact and communicate to other people, language is needed to convey or express their needs, feelings, and thoughts. Thus, language becomes an important tool of communication (Cenita&Nurmaily,2020).

The use of language cannot be separated with the field of linguistics (Sartika & Pranoto,2021). Linguistics is the scientific study of language by means of controlled and empirically verifiable observations with reference to some general theory of language structure (Lyons,1968). In other words, linguistics can be defined as a scientific study of language and its structure, its meaning, and its context (Eklesia &Rido,2020).

The field of linguistics has several subfields, one of them is morphology, which studies of internal structures of words (Sari & Pranoto, 2021). AccordingtoGleasonin1970,morphologyisthedescriptionofthemore intimate combination of morpheme, roughly what are familiarly called "words" (Gleason,1970). A morphememeans the smallest grammatical unitthatcannot be separated intosmallermeaningful parts (Gleason, 1970). Morpheme is dividedinto two; they are freemorpheme and bound morpheme (Sari & Pranoto, 2021). Free morphemes are independentwords, whereas bound morphemes are dependent words that need other morphemes to createmeaningful words (Sari & Pranoto, 2021). Some of the morphemes combine with othermorphemestoformnewwordsinalanguage.Thisprocessiscalled word formation.

Word formation is one of the concerns in morphology field, whichdiscusses about the waysnew words are created in the language (Giyatmi, 2019). It means most of the languages havethe ways or the processes in create words, including English. In English, there are sometheories about types of word formation process by the linguists. According to Anderson,"Morphology is the branch of linguistics that studies patterns of word formation within andacross languages, and attempts toformulate rules thatmodel the knowledge of the speakersof those languages" (Anderson, 1992:62). It means in the morphology we learn how the wordscan increase from the smallest pieces. In other word, word formation is a process of wordscombining to create new word and new meaning (Giyatmi, 2019). In the other statement,Wisniewski, (2007) stated that word formation is the process of putting words together tobuild a new one that does not denote two things, but one and that is pronounced as one unit(Wisniewski,2007).

As the impact of globalization era in all over the world, most of the countries use English, including Indonesia (Amelia, 2016). English as a language is not only used as speaking language, but also in written. Written language is representation of spoken language by using instruments and materials, such as pen, paper, and computer (Hutauruk, 2017). Written language can be found in many kinds of mass media, for example, magazines, and newspapers (Laverage Edu, 2021).

Some people usespecific technical words. The terms of words are applied chiefly to thewords and phrases that are used and understood by other people within a specific profession.For example, some sectors like sports, health, lifestyle and oth-

er have different terminology.So, the result is that a person may experience in communicating with people outside the lineof work on professional matters because the technical vocabulary is not shared by all. As thehuman, we can not avoid to find those terminologies in our life. We can find those ineverysectorashealth,sports,lifestyleetc.Theterminologycanalsobecomeonecharacteristics of a sector in its use. The terminology usually has special formation andmeaning. Such as, borrowing, coinage, compounding, blending etc. As the sample that I takefrommyprevi-
ousstudy,manywordsthattheresearcherfound,suchas,diagnosis,therapeutic,medication, cramps, uric–acid,lithotripsy, thrombolysis, andmanyothers.

Thus, in this case the researcher is interested to analyze the mass media, which is magazine byusing word formation that appears in the online *Men's Health* Magazine, especially in sportsand wellness part. The researcher believes that the word that chosen by the *Men's Health*Magazinecan influence the readers, since there are so many word formation processes that appear in it,such as the word that use affixation in sport and wellness terms. *Men's Health* Magazine is amodern sport and wellness magazine published by Rodale Inc. In Emmaus, Pennsylvania,United States. This magazine becomes the world's largest magazine brand with 35 editions in 59 countries. Since 1986, it was started for the first publication and this magazine published every month. So, the researcher ispersonally interested to analyze in this sport and wellness area, because there are a lot of word formationsneed to be named based on the newest items, such as in sport, wellness, food, lifestyle, and fashion. Furthermore,sport and wellness have been a contemporary topic in modern society and therefore, some new things to be named as researcher explained previously. Therefore, the researcher will analyze the word formation processes that exist in online Men's Health Magazine and make the correlation through the theory used.Based on the problem and the object of this research, the researcher finds some research questions as follow: 1. What are the words related to sport and wellness found in *Men's Health* Magazine ? 2. How are those words formed morphologically ?

There are some previous studies related to morphologystudy especially word formation and compound word.Triwahyuni, Imranuddin, Zahrida (2018), discussed about word formation related to medicalterms. Theresultsofthisresearchare55derivations,20compounding,16 borrowing,11acronyms,two clippings,andone backformation.Luthfiyati, Kholiq, Zahroh (2017), discussed about identifying the most common type of derivation words that is used in the headline of ten education articles in "Jakarta Post" Website. For thefindings, 52 derivations words with 3 kinds of derivation process, 17 words included ofadjective derivation, 26 words included of noun derivation, and 9 words included of verbderivation. Furthermore, Asbah and Nurhayati (2016), discussed about word formation in Facebook Conversation. The result of this research is consist of 1 Coinage , 5 of Blending, 5 of Clipping, one of Backformation, 7 of Reduplication, one of Compounding , 15 of Acronym. Another research about word formation was conducted by Ningsih and Rosa (2013). The findings of the research, by using the theory of Delahunty and Garvey, found that in the ten editions of The Jakarta Post newspaper, the process that mostly used is noun + noun that occurs 35 times from 71 data.The differences between present research with

previous researches are the research objective, object of analysis, collecting technique, and analyzing technique. The four previous researches identify the types of word formation. While, present research would like to identify the processes of word formation and how are those words formed morphologically in Men's Health Magazine.

TheoryandMethod

Word Formation in Morphology

According to Yule (2010), there are ten types of word formation; they are coinage, borrowing, compounding, blending, conversion, backformation, clipping, acronym, derivation, and multiple process. The process is starting from the simple until the complex process. Those processes used to separate the word that has been produced letter both in spoken or written style.

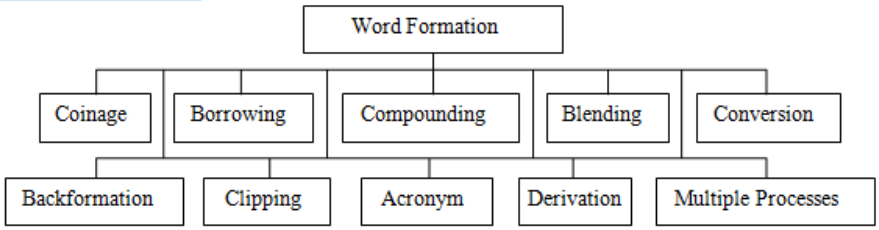


Figure I. Word Formation Theory
(Yule 2010)

Research Method

In analyzing this research, the researcher used a descriptive qualitative method. Kothari (2004:5) stated that "qualitative approach to research is concerned with subjective assessment of attitudes, opinions, and behavior. Descriptive qualitative method is used because the researcher believes it is the most suitable method for this research". Creswell stated that descriptive qualitative research is used to allow the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994). Additionally, the method is used because the method is beneficial in assisting the researcher in finding the right explanation towards the topic (Falaq & Puspita, 2021). This research is categorized as the descriptive qualitative research because the research aims at describing the data in the form of words. In addition, the data are described descriptively based on the research problems, what are the types and the process of compound words that found in Men's Health Magazine.

In analyzing data and data source, the researcher used eight articles from Men's Health Magazine edition 2021 as data resource. They are The Great Renunciation, Editor's Letter, Health Newsfeed, Japanese Breakfast, Gym Newsfeed, Swimsuit, Mind Newsfeed, and Cover Model Muscle. The words, phrases, and sentences are used as the data source of this research.

Findings andDiscussion

According to Yule (2010), there are ten types of word formation; they are coinage, borrowing, compounding, blending, conversion, backformation, clipping, acronym, derivation, and multiple processes. From the data analysis of the eleven articles in Men's Health Magazine, there was 97 data found; 49 compoundings, 37 derivations, 9 abbreviations, one borrowing, and one clipping.

Frequency of Term of Word Formation

No	Word Formation	Frequency
1	Compounding	49
2	Derivation	37
3	Abbreviation	9
4	Borrowing	1
5	Clipping	1

a. Compounding

Compounding is a word formation process by which is happened by combining two or more words to produce a single word (Yule, 2010:54). There were 49 data that have been identified as compounding. It means most of the sport and wellness terms encountered in articles in Men's Health Magazine use the compounding process in building the terms. Compounding is a word formation process based on the combination of lexical elements. In compounding, there are three types of compounding; open compounding, compounding with hyphen and compounding with no hyphen/closed.

-Compounding with hyphen

Compounding with hyphen is a compound word combined by using hyphens. From 49 data, 19 of them are identified as compound words with hyphens. Compound words often used in sport and wellness articles, some of sport and wellness terms combine two words to produce a single term to describe and explain the name of actions, conditions, and etc. This analysis, the researcher gives 3 examples of analysis; such ***as real-life, rock-solid abdominals, and high-octane***.

Data 1
Word: *real-life*
Sentence: *These figures may not reflect* ***real-life*** *driving results,....(in It's about time., Genesis.com, line 2)*
Article: *WITH GENESIS, WE COME TO YOU.*

The word real-life is considered to have more than one morpheme. It is obvious because there are two free morphemes that are real and life, the parts which can stand alone and have a meaning by themselves, moreover, they cannot be divided into smaller pieces which have a meaning. Then, both can be stated as the morpheme of the word. It can be summed up that the word real-life consists of two free morphemes. The meaning of the word is 'what happens in human situations rather than in story, film, etc'. In this case, the word real is a free morpheme which joins together with the other free morpheme life and creates a new word real-life. This word is the type of compound noun which is the head of this compound is the word life.

Data 2
Word: *Rock-solid*
Phrase: ***Rock-solid*** *abdominals (under shoulder stability, page 19)*
Article: *Crawl Towards an Iron Core*

This case of compound is similar to what happened in the analysis of data 1. This compound word obviously has two morphemes in one formation. The word rock and solid are the morphemes which already have meaning and become components of the word rock-solid. However, there is a difference between those two morphemes. Lexically, the word rock and solid can be said as free morphemes. This assumption can be supported by the fact that rock and solid is a form which already has meaning, both are listed in the English dictionary as a lexeme.When the morpheme rock joined with solid and characterized it by the attribute hyphen to merge the different streams is considered as the process of compound word. This word formation process generates an adjective rock-solid. The meaning of the word which is 'not likely to move or break', so that it gives an indication that rock-solid is an adjective. Moreover, it can be seen from the function of this word in the sentence for it modifies the noun abdominals afterwards.

Data 3
Word: *high-octane*
Sentence: You've got to offset those ***high-octane*** workouts with…(page 56, 5th line)
Article: Active Recovery for The Mind

This compound word consists of two free morphemes as the units in developing the formation. The free morpheme *high* as one of the units of this compound is an adjective which can be used alone in a sentence as a word and it has a meaning and identity. Then, the word *octane* is also a free morpheme which has already been one of the lexemes in the English dictionary. The formation of this compound word happens when the single morpheme *high* is connected with the word *octane*, and produces an adjective *high-octane*.
In this case, this word formation is a kind of right-headed compound, it means it has a focus on the noun *octane* in the right side of the word, after the hyphen. It is the same as the compound word which has been listed in the dictionary that the

stress of this word must be on the head of the word which is octane. Furthermore, this compound adjective has been listed in the English dictionary and the meaning of this word, where high is **'greater than the usual level or amount'**, while octane is **'having the stated quality in relation to power or (of petrol,etc.) octane number'**. But, when both are combined, the meaning would be **'full of energy or very powerful'**.

- **Compounding with no hyphen/closed**

Compounding with no hyphen / closed is compound words that do not have any spaces between the two combined words. From 49 data, 30 of them are identified as compound words without hyphens. So, in this part, the researcher gives 5 examples that can be analyzed, such as, *fatbells, sweatpants, breakfast, punchbags, and bodybuilder.*

Data 4
Word: *Fatbells*
Phrase: *Training with**fatbells**helps…. (Page 33, inside the MGK's image)*
Article*: TAKE YOUR BEST SHOT*

This word *fatbells* is considered as a word which consists of more than one morpheme in it. The first is the free morpheme *fat*, then another free morpheme is *bell*, and the last is the inflectional bound suffix morpheme *-s*. These three components can not divide any further into smaller pieces which have meaning. Therefore, this lexeme *fatbells* is considered to have three morphemes.This word formation happens when the free morpheme *fat*, which is stated as a word, merges with the derivative *bells* and forms a new word which is *fatbells*. This compound word is not a kind of right-headed. Furthermore, this word formation is a compound noun. But, it is still not listed yet in the English dictionary. It is used by gymnastic people and it has the definition such as **"a kettlebell with the handle moved to the center (or the core) of the bell for the purpose of balancing the weight equally around the hand".**

Data 5
Word: *sweatpants*
Sentence: *our vision on the perfect **sweatpants**.(page 12, in 1st line)*
Article*: LOOK DRESSED, FEEL RELAXED*

This compound word obviously has three morphemes in one formation. The first is the free morpheme *sweat*, another free morpheme is *pant*, and the last is the inflectional bound suffix morpheme *-s*. These three components also can not divide into smaller pieces which have meaning. Therefore, this lexeme *sweatpants* is considered to have three morphemes.This word formation happens when the free morpheme *sweat*, which is stated as a verb, merges with the derivative *pants* and

forms a new word which is *sweatpants*. This compound word is not a kind of right-headed. But, this compound has been listed in the English dictionary with the meaning such as **"pants made of thick cotton and worn esp. for exercising"**

Data 6

Word: *Breakfast*
Sentence: *when it comes to* ***breakfast,*** *Brits have…(page 20, in first line. 01 fast bowl)*
Article: *THE NUTRITION SNOB'S GUIDE TO JAPANESE BREAKFAST*

In this case, the compound word obviously consists of two morphemes. The first is *break* as free morpheme, the second is *fast* as also free morpheme. Each of them can stand alone and have a meaning by themselves, moreover, they can not be divided into smaller pieces which have a meaning. Then, both can be stated as the morpheme of the word. So, it can be summed up that the word *breakfast* consists of two morphemes. The process of word formation is when there are two words which merge into one, then generate a new word. Unlike derivation, compound words only consist of free morpheme. When two or more free morphemes merge into one word, it can be said as compound. In this case, the word *break* is a free morpheme which is joined together with the other free morpheme *fast* and creates a new word *breakfast*. This word is a type of compound noun. This can be proved by the meaning of this word. i.e, **"a meal eaten in the morning as the first meal of the day"**There is no morphophonological process in this word formation. The two components of morphemes are not affected by the development of the word. But, the pronunciation of the word *breakfast* will be different when it is a separated word *break* and *fast*. This word has already been confirmed as an official word since it is listed in the English dictionary.

b. Derivation

Katamba (1993) stated that derivation is the process of word form which changes the meaning of the base to the new form, e.g happy to un-happy (both are adjectives, but have an opposite meaning), like to dis-like (both are verbs, but have an opposite meaning). Whereas, the theory from Yule (2010), derivational morphemes are used to make new words or to make of a different grammatical category from the stem. It includes suffixes and prefixes. Therefore, these parts contain at least three parts; they are root, prefix, and suffixes.The findings of the research showed that there is the process of changing the word classes, because the roots of these terms have been attached by prefixes or suffixes. Any kind of affixes that can change the word class is known as derivational morphemes. So, the researcher will apply the theory of structural morphology to analyze the process of word formation bellow:

- **Prefix**

According to Rozelin (2011), there are nine types of word class in English. In this analysis, the researcher chooses word nouns as the category, because in the sport

and wellness articles describe actions or conditions. First, it is characterized by some kinds of prefixes, such as *in-* in the term *incline* and *post-* in *post-chest to floor position*.

Data 7
Word: *Incline*
Sentence: *Lie on a bench set to a 30-degree* ***incline****,dumbbells...(page 53, 2nd line, 01 INCLINE DUMBBELL PRESS)*
Article: *'If you can make a living doing what you love, then it doesn't get any better'.*

A word may consist of one or more morphemes, the word *incline* is considered as a word which has more than one morphemes. The prefix *in-* is a bound morpheme which can not stand alone with meaning as a word. While *cline*, the other smallest form of this word, is a free morpheme which can stand alone with meaning, even without prefix *in-*. It can not be divided into smaller pieces. Therefore, it can be confirmed that the word *incline* has two morphemes. When the prefix *in-* is added to the noun *cline*, it will produce a new lexeme *incline*. This type of word formation refers to derivation, when the additions of affixes to a base word change the identity and produce a new lexeme. Furthermore, this word incline is one of the sports terms in eleven articles because it explains about the step of doing incline dumbbell press. Then, this word incline has been listed in dictionary as a lexeme, and has a meaning of **"a scale (=set of numbers, levels, etc.) on which things can be arranged in order according to a particular feature or quality"**.

Data 8
Word: *Post-chest*
Sentence*: this is your* ***post-chest-to*** *-floor position (page 41, in UP -DOWN DOG FLOW)*
Article: *FITNESS FIX*

In this case, the word *post-chest* is considered as a word which has more than one morpheme. The prefix *post-* is one of a bound morphemes but it can stand alone with meaning as a word. While *chest*, the other base form of this word, which is a free morpheme which can stand alone with meaning. Therefore, it can be confirmed that *post-chest* has two morphemes.
When the prefix *post-* is added to the noun *chest*, it produces a new lexeme *post-chest*. So, this type of word formation refers to derivation, when adding the affixes to a base of word that changes the identity and produces a new lexeme. However, this process does not affect the pronunciation of each morpheme. Nevertheless, this word *post-chest* has not been listed in an English dictionary as a lexeme, it is usually used by gymnastic people which is **the steps of doing up-down dog flow movement**.

- **Suffix**

Second, it is characterized by some kinds of suffixes, such as *–ness* in the term *fitness* and *wellness*, *-ment* in *movement*, and *-al-ly* in *nutritionally*.

Data 9

Word: *Fitness*
Phrase: ***fitness*** (page 8)
Article: *MAKE FAST GAINS THAT LAST A LIFETIME*

This word may consist of two morphemes, the word *fitness* is considered as a word formation which has more than one morpheme. The word *fit* is the free morpheme which can stand alone with meaning as a word, and is the root of the complex word *fitness*, It can even being a word without any addition or suffix or the other free morphemes. Compared to *fit*, suffix *-ness* is a bound morpheme because it can not stand alone with meaning without joining to another free morpheme which can be the base of this form, and it is usually called as derivational morpheme. Therefore, *fitness* is considered to have two morphemes.The description of the morpheme above indicates that the bound morpheme *-ness* form is a new word of *fit* into *fitness*. This kind of derivation is a class maintaining derivation. When the suffix *-ness* attaches to the base *fit*, it changes the word class because the word *fit* is an adjective which is defined as **"healthy and strong, especially as a result exercises"**, whereas *fitness* is **"the condition of being physically strong and healthy"**. It is one of the sports terms which exists in one of eleven articles and it has been listed in the English dictionary.

Data 10
Word: *Wellness*
Sentence: *we did our annual audit of the* ***wellness*** *trends…(page 16, in 4th line)*
Article: *HEALTH NEWSFEED*

This case of word formation is also similar with data 11. The word *wellness is* considered to have more than one morpheme. The word *well* is the free morpheme which can stand alone with meaning as a word and it can even be a word without any addition or suffix or the other free morphemes. Compared to *well*, suffix *-ness* is a bound morpheme because it can not stand alone with meaning without joining to another free morpheme which can be the base of this form, it is usually called as derivational morpheme. Therefore, *wellness* is considered to has two morphemes.The description of the morpheme above indicates that the bound morpheme *-ness* form is a new word of *well* into *wellness*. This kind of derivation is a class maintaining derivation. When the suffix *-ness* attaches to the base *well*, it changes the word class because the word *well* is an adverb which is defined as **"in a good way, to a high or satisfactory standard"**, whereas *wellness* is **"the state of being healthy, especially when it is something that you actively try to achieve"**. It is one of the wellness terms which exists in one of eleven articles and it has been listed in the English dictionary.

- Abbreviation

Another type of word formation found in sport and wellness in eleven articles is abbreviation. There are 9 data that have been identified as abbreviations. According to Webster's New Collegiate Dictionary, 2002:2, abbreviation is a shortened form of a word or phrase used in writing to represent the complete form. It is similar with blends, but differs from blending in that prosodic categories that do not play a prominent role. It is most commonly formed by taking initial letters of multiword sequences to make up a new word. The findings of this research showed below;

Data 11
Word: *THC*
Sentence: - *and psychoactive **THC**, which is...(page 23, 7th line, in 01 STATE OF PLAY)*
Article: *HIGH SOCIETY*

From the extension of the abbreviation *THC*, it can be seen that there are more than two morphemes that exist in this abbreviation word. However, if it focuses on the word *cannabinol*, the word is a free morpheme that replaces *cannabinoid* which can stand alone and has meaning by itself, while the prefix *tetra-* is considered as a bound morpheme. Then, *hydro* is also considered as a free morpheme which can stand alone by itself and it has its own meaning. The process of this word formation is when the long word consists of three morphemes which are shortened by taking some of the first letter to represent the word. So in this case, the abbreviation of *THC* is the shortened form of *tetrahydrocannabinol*. Therefore, the first letter *T* represents the word *Tetra*, the letter *H* represents the word *Hydro*, and the last *C* represents the word *cannabinol*. Since it is an abbreviation, it should be pronounced by each alphabet in the abbreviation. Furthermore, this word has already been listed in the English dictionary and has a meaning of **"a compound that is present in cannabis (= a drug made from the hemp plant)"**. This word is usually used in wellness terms as a medicine.

- Borrowing

Borrowing is one of the formation processes which is done by borrowing or loaning a word from another language. The researcher only found one Borrowing process in eleven articles in Men's Health Magazine.

Data 12
Word: *Glucose*
Sentence: *cardio-respiratory fitness, blood **glucose**, improved…(page 40, 2nd parag, 2nd line,)*
Article: ASK MEN'S HEALTH

In this case, the word *glucose* is one of word formation. The word *glucose* is adapted from Greek, because this phenomenon occurs when scientists from greek develop the head of knowledge, especially in the wellness field. The impact of the

development of the wellness field around the world, it makes some wellness terms also adopted from modern language. However, this word has been listed in the English dictionary and has the meaning of **"a type of sugar that is found in many foods and that organisms use to get energy"**.

- **Clipping**

This process of word formation is the cutting of the words, and does not change the meaning. So in this analysis, the researcher only found one clipping process in eleven articles of this Man's Health Magazine.

Data 13
Word: *Gym*
Sentence: *is it worth heading back to the* ***gym*** *now…(page 8, 1st line, in FITNESS)*
Article: *MAKE FAST GAINS THAT LAST A LIFETIME*

As already discussed in chapter II that a word may cut from the same word, the word *gym* is considered as a word formation. Because, the word *gym* cuts a word from *gymnasium*, but it does not change the meaning. This word is created by cutting the back which is called final clipping. This word is one of the sports terms inside the articles. Nevertheless, this word *gym* has been listed in the English dictionary. Therefore, the meaning of this word is **"a place or club where you can go to exercise using machines, weights, and other equipment"**.

Conclusion

From ten types, there are five which are not found in the analysis. Those five types are coinage, blending, conversion, backformation, acronym, and multiple processes. But the researcher adds another word formation which is Abbreviation as analysis. However, compounding is found numerously in the articles. There are 49 compounding in the sports and wellness terms in eleven articles. Each of them, there are 19 compounding with hyphens and 30 compounding with no hyphens. The researcher gives five examples of each type of compounding. The second position that appears frequently is derivation, the analysis shows 37 derivations that happen inside the articles. The third finding is abbreviation which contains 9 findings in the analysis. The fourth is borrowing and the last is clipping.

In structural morphology, there are some steps in analyzing the word formation process. However, not all the changes in the process of word formation through the steps. Evidently, there are some sports and wellness terms which have not been listed in the dictionary, and it mostly occurs in compounding, derivation, and abbreviation. From the analysis, the words *rock-solid*, *staggered-stance*, *cardio-respiratory*, *fatbells*, and *post-chest* are not found in the English dictionary yet. Those words are still used by gymnastic people as the name of a step of movement and a tool. In compounding there are some words which are rarely heard for common people, such as *high-octane*. It is usually used by certain people. Furthermore, there are some words which change pronunciation, or in other word morphophonology, and some do not change it in the process of word for-

mation. From the analysis, the derivative *movement* does not experience morpho-phonological process in the transformation, it means that it does not affect the spelling or the pronunciation.

Word formation process certainly produces a new form of a word. Some of the new words have predictable meaning and some others have unpredictable meaning. There are several meanings of derivatives which are visible to be guessed by only looking at the meaning of the base word, *wellness* is one of the examples of this case. The word *wellness* is found in the article and the meaning can be guessed by referring to the meaning of the base. Furthermore, derivatives which have an invisible meaning to be guessed also exist, *post-chest* is one of the examples of this case. The word *post-chest* can not be guessed the meaning before being modified by the next word or sentence.

Furthermore, the word formation has been adopted from other languages besides English. From the analysis, the word *glucose* is categorized as borrowing because it is adopted from Greek. The last analysis is Clipping. Clipping is one of word formation processes which is cutting a word without changing the meaning. From the analysis, the example of this word formation is *gym*. It is cutted from the word *gymnasium* which has the same meaning.

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The Effectiveness Of Online Learning Using Edmodo in Improving Student Reading Comprehension

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Abstract

This study aims to determine the effectiveness of using Edmodo media in learning English. The materials and practices that make up this research require a variety of easy-to-use teaching aids. This research was conducted at SMAN 13 Bandar Lampung because it uses online learning applications such as Edmodo for learning English, especially in reading comprehension. To determine the effectiveness of learning English through Edmodo by measuring their English scores on English subjects using a quantitative method. The results of this study are expected to help determine the impact on reading comprehension after using Edmodo at SMAN 13 Bandar Lampung. As well as knowing student responses regarding the use of the application in learning English. Therefore, this research has a positive impact on students and teachers. Through this research, students can implement the Edmodo application as part of English learning activities and gain new knowledge and experiences in learning and applying this knowledge.

Keywords: Edmodo, online learning, reading comprehension

Introduction

English has been gaining importance as the most used language in the world. The continuous growth of new technologies makes English even more essential for everyone to communicate efficiently. Thus more emphasis should be given to teaching writing in English as a writing skill that may function as an essential gate leading students to a successful career in this information technology-driven world Warschauer(2006).

Currently, the means used to teach English are not only based on physical tools but also online. Students have taken up teaching English over the past decade with the help of the Internet, which provides a wide range of access to learning websites and apps. In learning English, learning media is essential, and the medium is used as a bridge between teachers and students. Because the media helps teachers disseminate material, especially in learning English, students can better understand and understand the material. Many media support the teaching and learning process, including Edmodo.

The potential of learning via computer is greatly improved when social media like Facebook and Twitter are used as a communication channel amongst users.

These types of social networks allow people to connect with others for general purposes, i.e., sharing information and exchanging ideas. In an educational setting, appropriate use of these tools can encourage collaboration, sharing of resources, transmitting new ideas, and virtual expansion beyond classroom walls. The website url:http://www.edmodo.com was created in 2008 by Nic Borg and Jeff O'Hara, especially for educational purposes. The goal of Edmodo is to help educators harness the power of social media to allow easy classroom customization. Edmodo is used by approximately 32 million people, including teachers, educators, and students around the world, in various fields of subjects and learners' grades. The Edmodo network's main objective is teaching and learning among students and teachers. Besides, sharing ideas in teaching methodology and materials and collaboration is also encouraged for network members. Unlike other social media communities, Edmodo generally focuses on helping teachers, educators, and learners manage their own strategies in working online regarding tasks. Most teachers find Edomodo useful and challenging for outside classroom activities to help students learn regardless of space and time constraints. Moreover, different versions of the Edmodo application are also available to be downloaded for small gadgets, i.e., smartphones, tablets, and other hand devices. That makes the possibility of accessing virtual classrooms even greater and positively affects the learning outcomes of students in the learning network.

In practicing English through online learning, Edmodo has become a valuable means of teaching English skills, especially reading. Reading comprehension is considered very important for Indonesian students because the success of their studies mainly depends on their ability to grasp information from written communication such as books, notices, letters, reports, etc. Improving students' reading comprehension has become the goal of the National English subject. High school curricula can help students achieve the goals of the learning process. The practice of teaching reading comprehension is of great interest because, currently, the information students receive is diverse in genres and means of text transmission. Since the Internet has become the primary source for much information today, teaching reading through Edmodo has attracted the attention of many English learners.

There are several studies that are relevant to this research, the first one is Laila (2014) found that Edmodo as a tool for support their English learning, though blocked by connections in some places. The second one is Rima Amelia Agustin (2019) found students' perceptions using Edmodo as a tool of ICT helps them to improve their learning and Edmodo is one of the most applications for long-distance in this pandemic. The last one is Sumardi and Muamaroh found Edmodo is a digital class application that has almost no obstacles in its use, except for a network that is not good and has no quota. Edmodo is very easy for teachers to assess to check their work without cheating. The difference between this journal and other journals is the attitude and motivation of students in learning which determines their achievement in the impact of using Edmodo which helps teachers to assess work results on learning.

Pellegrino and Quellmalz (2010:130) Say interesting meetings are those with theories, technology, practices, assessment, and especially curriculum. All of this is invalid during the corona virus that causes face-to-face activity and is replaced

by a digital class. Transforming from face-to-face to e-learning is no surprise nowadays, and in the implementation of e-learning it is all done online both tasks, learning materials, and assessments included. Teachers' assessments are all based on technology and e-learning, so students can instantly see the results of their work. Bennet (2002;14) Argued the incorporation of technology in the inevitable assessment. The idea is obvious that today's technology has turned innovative, variative, and competitive and has shown a new face in educational reform. Technology in education is helpful to teachers in carrying out their tasks. Edmodo has several features such as polls, assignments, notes, libraries, etc that facilitate students and teachers to exchange ideas and insights online. The function of each feature can be used as an assessment by the teacher, because all systematic questions, assignments, or anything given by the teacher has been arranged or structured by Edmodo itself, making it easier for students and teachers to use it. The direct assessment carried out by the teacher from Edmodo is very useful for reducing the similarity or similarity of tasks between students with one another so that the assessment given by the teacher is very accurate, fair, and systematic.

Edmodo has several features such as polls, assignments, notes, assignments, library, etc that facilitate students and teachers to exchange ideas, ideas, and insights online. The function of each feature can be used as an assessment by the teacher, because all systematic questions, assignments, or anything given by the teacher has been arranged or structured by Edmodo itself, making it easier for students and teachers to use it. The direct assessment carried out by the teacher from Edmodo is very useful for reducing the similarity or similarity of tasks between students with one another so that the assessment given by the teacher is very accurate, fair, and systematic. The reason why Edmodo is used in online learning assessments is because during the COVID-19 pandemic, it is easier for teachers to assess student work through this application, as well as changing the assessment method from digital manuals. Transformation based on testing (PBT) into assessment on paper today because of many insecurities and failures of students in doing assignments that cheat with their friends so that it is less effective on student work and transforms it into a digital realm, besides currently working rarely doing manual assessments because everything is online. With the assessment of the digital realm, it is safer, more accurate, and flexible to assess student work. Edmodo as one in all virtual studying media want to be incorporated in educational practices. Zuhdi & Nurhadi (2019) Observe in addition that virtual media has capacity to optimize the higher studying environment. Therefore, using Edmodo has these days come to be a pressing necessity if instructors consider performance and effectiveness to set up predetermined educational goals. Apart from being a method of instruction, Edmodo also can be used by instructors as a method of assessment. This is a result of contemporary-day commands as a web community is now ubiquitous. In the net era, instructors want to shift partially and/or completely their traditional commands to technology-primarily based totally commands which can be typically called a virtual class.

In this study, researchers focused on measuring Edmodo's effectiveness in improving reading comprehension. As we all know, reading is not just saying words, sentences, or even pre-printed symbols; the reader or student, in this case, needs to understand what they are reading. The importance of good reading skills

dramatically affects students' reading comprehension activities. Along with being able to gain a lot of helpful information and insight, reading can also help spark students' creativity. This study aims to determine the effectiveness of using Edmodo media in learning English. The materials and practices that make up this research require a variety of easy-to-use teaching aids. Therefore, to maximize learning results, Edmodo is used to help students' English learning process by receiving information and knowledge from the material.

Researchers are interested in conducting this research at SMAN 13 Bandar Lampung because, as we know, in the current pandemic situation, many schools in Bandar Lampung, especially SMAN 13 Bandar Lampung, use online learning applications such as Edmodo for learning English, especially in reading comprehension. To determine the effectiveness of learning English through Edmodo by measuring their English scores on English subjects using a quantitative method. Based on the description above, the authors are interested in studying the effectiveness of Edmodo learning media as a medium to improve English learning skills. Then the researchers conducted this study titled "The Effectiveness of Online Learning Using Edmodo in Improving Students' Reading Comprehension at SMAN 13 Bandar Lampung".

The results of this study are expected to help determine the impact on reading comprehension after using Edmodo at SMAN 13 Bandar Lampung. As well as knowing student responses regarding the use of the application in learning English. Therefore, this research has a positive impact on students and teachers. Through this research, students can implement the Edmodo application as part of English learning activities and gain new knowledge and experiences in learning and applying this knowledge.

Meanwhile, teachers should provide innovations in teaching English, significantly improving students' reading comprehension. Moreover, it is also hoped that this research can provide knowledge about using and utilizing Edmodo in online teaching and learning activities.

Previous Studies

This Research focuses on e-learning or online learning that several previous researchers have researched. In this case, the previous study from previous researchers was used to find the novelty to support and compare the result of the previous study. The Researcher has summarized four studies relevant to this study's relationship. Kadir, A. (2020), Herlambang, A. D., & Hidayat, W. N. (2016), Yuniarti, N. E., & Ifadah, M. (2018, November).

This study aimed to identify the effectiveness of mathematics Edmodo in learning. Effectiveness indicators used in the Research are the capability of teachers in managing learning, the activity students in learning, response to the students learning, and student learning. The type of descriptive Research used is the qualitative study. In this study, students of class XII MAN Lhokseumawe and sample students MIA 4 and MIA 1. Technique data collection in this Research was sheets observation manage learning, sheets observation activity students, study results survey and

tests. The data analysis technique used is qualitative data analysis descriptive. Based on the analysis results, their teachers' data collected in managing learning is good in categories. Students for learning activity also categorized into categories good. Response to positive lessons and the student's learning in categories in classical is good. Thus, learning mathematics using Edmodo was effectively implemented in MAN Lhokseumawe.

Herlambang, A. D., & Hidayat, W. N. (2016) focused on Integrating Information and Communication Technology (ICT) products in asynchronous learning was the right step to improve the skills of effective communication, problem-solving, and thinking critically, creatively, and reflectively. E-learning is a form of media learning that integrates ICT products. E-learning was equipped with learning management features such as communication facilities, monitoring, and evaluation. Edmodo was an alternative medium of e-learning that provided good learning management, easy to operate, and facilitated large digital classrooms. An experiment was conducted to test Edmodo as an asynchronous learning medium. The experiment used a pre-experimental research design, one-group pretest-posttest type. The experiment was conducted in the Project Management of Information System (PMIS) lecture, Faculty of Computer Science, Brawijaya University. PMIS is a subject that equips students with the competencies of effective communication, problem-solving, critical thinking, and creativity in planning a project. The purpose of the experiment was to determine whether the use of Edmodo could improve the quality of project planning and whether Edmodo was an effective learning media for asynchronous learning processes. The experiment results showed that the use of Edmodo as an asynchronous e-learning media to improve the quality of the project in the PMIS course was very good. It is proven that the increased quality of project planning and effectiveness value was very high.

Yuniarti, N. E., & Ifadah, M. (2018, November) did the research the technology 4.0 era is exciting in the field of education because the development of technology has been implemented in achieving the integration of competencies. This study aims to obtain data about the effectiveness of using the Edmodo application as an online learning medium to improve students' English through technology devices in class X MIPA 6 SMA Negeri 9 Semarang. The method used by researchers is Mix Method developed by Cashwell. Respondents of the study were 36 students in class X MIPA 6 SMA 9 Semarang. The results of this study indicate that 77.7% of all students on X MIPA 6 have devices to help them complete their assignments and many use devices for information retrieval and games. Edmodo increases students' vocabulary through naming features and components, and this application is good when used for assignments and quizzes to show students' progress in learning. Students are freer to ask for difficulties for teachers and fellow friends. 50% have difficulty attaching assignments from documents (Doc, Pdf, Video, and Audio) to the Edmodo application and some devices such as gadgets and internet connection. Edmodo is excellent and practical for enhancing students' English learning skills.

The three studies above have similarities and differences regarding their Research. The similarity of the three is regarding the object of Research; the third object of Research is online learning using Edmodo. However, their focus is different. The first and second studies focus on looking at the effectiveness of

Edmodo as a student learning medium. Separate third Research focuses on increasing the understanding of Edmodo users. This study examines the object, namely how Edmodo works as an online learning medium for students and teachers.
Researchers here try to do Research on the effectiveness of Edmodo as a student learning media so that the Research from Kadir, A. (2020) can be used as a reference and comparison of the research results obtained. While another Research is used to support the theory of Edmodo and others. Therefore, this Research is expected to be able to develop further and monitor the results of Kadir, A. (2020) research.

Research Method

This study aims to determine the effect of Edmodo in improving students' reading comprehension. To determine the effectiveness of using Edmodo in learning to read narrative texts in the tenth grade of SMKN 2 Bandar Lampung. This study uses a quantitative approach to answer research questions that require numerical data. To investigate the effectiveness of Edmodo in increasing students' writing skills in recount text, an experimental study would be suitable for the purpose of the research. The experimental study itself can be defined as an objective, systematic, and controlled study to predict or control the phenomena (Syamsudin & Damaianti, 2011). Thus, the purpose of experimental research is to test causality relationships between the variables.

Based on the real condition in the field that it was impractical to conduct a true experiment, a pre-experimental design, exactly the one-group pretest-posttest design was the suitable one as the design of this study. In the simplest pretest-posttest design, researchers gather data about some outcome through a single pretest, administer treatment, and then gather post-test data on the same measure (Bell, 2010). The reason for using only one group without any control group was simply because there was only one classroom in the Excellent program. Thus, it was impractical to select the control group from another program (Regular) since the level of Excellent and Regular program was definitely different. Then, the design of the one-group pretest-posttest design is typically represented as follows:

Pre-Test	Treatment	Post-Test
O1	X	O2

The design of the research

In terms of variables, there are two variables in this study, (1) the independent variable, and (2) the dependent variable. According to Balnaves & Caputi (2001) variables are general classes of objects, events, situations, characteristics, and attributes of interest to researchers. The independent variable has an effect of 40 on the dependent variable. In other words, the values taken by the dependent variable are affected by the independent variable. So, in this study the independent variable

is the use of Edmodo, while the dependent variable is students' understanding of analyzing narrative texts.

Data and Data Source

This research was conducted at SMAN 13 Bandar Lampung which is located at Jl. Padat Karya, Rajabasa Jaya, Kec. Rajabasa, Bandar Lampung City, Lampung. The researcher chose this school because it uses the 2013 curriculum for grade X students. The research began in early 2022. This was done by giving pre-test, several treatments and post-test to tenth graders. The writer held a meeting for the pre-test, 2 meetings for the treatment and one meeting for the post-test.

Data Collection Technique

The data collection technique is the method of collecting data used in this study. In collecting data, researchers used tests and questionnaires. The test consists of a pre-test, and a post-test to measure the effectiveness of Edmodo as a medium to improve reading comprehension. The questionnaire contains approximately 10 questions about students' opinions when using Edmodo as a medium to improve reading comprehension.

Test

The test for this study was a reading test. In this study, a pre-test and post-test were used to answer research questions about achieving the required grades for students when reading story texts. The post-test has 20 multiple-choice questions that students complete in 45 minutes. Each test item has four options. That is, A, B, C, and D. The tests for the experimental class and the control class are the same. Your reading comprehension will be assessed based on your answer. In collecting the data, researchers at SMKN 2 Bandar Lampung conducted the study in several steps:

1. Pre-test. This test is conducted to measure the reading comprehension of pretreatment students. The test uses multiple-choice narration questions and is completed at the first meeting. In this test, students can be given 45 minutes to do the test.
2. Post-test. This special test will be given after the treatment to measure how far the students' reading comprehension increases after getting the treatment. This test uses multiple-choice questions about narrative texts and will be conducted at the last meeting. In this test, students have 45 minutes to complete the test.

This study was a quasi-design of experiments. This activity is divided into three parts: pre-lesson activity, core lesson activity, and follow-up activity. Preschool activities consist of giving pre-tests to both the experimental and control groups. In the experimental group, researchers used Edmodo to teach how to read story texts. On the other hand, in the control group, researchers learned how to read story texts using paper media. The final activity was to conduct post-tests on all groups to see if Edmodo was effective for tenth-grade students in SMAN 13 Bandar Lampung.

Data Analysis Technique

(Harvey, 1998) The instruments of this research are pre-test and post-test. The researcher compared the final results of the pre-test and post-test in the experimental group and the control group to determine the effectiveness of using Edmodo in improving reading comprehension in tenth grade students of SMAN 13 Bandar Lampung. Researchers used test scores as quantitative data.

After the data is collected, the authors process and analyze it. Statistical analysis can be performed using IBM information SPSS software program (special package for Social Sciences) version 25. In analyzing the data, the writer will use the t-test formula. The t-test is one of a number of hypothesis tests. Before calculating the t-test, the authors conducted tests of normality and homogeneity first.

a. Normality test

The normality test is used to determine whether the data sample has been taken from a normally distributed population or not. A normality test was conducted to determine whether the distribution of both classes (experimental and controlled) was normal or not. This study also followed Kolmogorov-Smirnov to perform a normality test with a significance level = 0.05. The data is said to be normally distributed if the result is more than 0.05. On the other hand, if the result is less than 0.05, it can be said that the data is not normally distributed.

b. Homogeneity test

This study was conducted to determine whether the two groups had the same variance or not (homogeneous or not). Levene Statistics on IBM Statistic SPSS 25 was applied in this study with a degree of significance or alpha (a=0.05). Compared to the normality test, the data can be said to be homogeneous if the result is more than 0.05. On the other hand, if the result is less than 0.05, it can be said that the data is not homogeneous.

c. T-test

The t-test is used to test which hypothesis appears in this study and whether the null hypothesis or the alternative hypothesis is accepted. This test was used to determine the effect of using Edmodo on improving students' reading comprehension in narrative texts. This study uses an Independent sample T-test with a two-tailed significance test on IBM Statistical SPSS 24. If the results show a p-value or sig (2-tailed) higher than the significance level of sig = 0.05 (5%), then the null hypothesis is accepted. On the other hand, if the p-value or sig (2-tailed) is lower than the significance level of sig = 0.05 (5%), then the alternative hypothesis is accepted.

d. Hypothesis

This study uses two kinds of hypotheses as follows:

H0 : Edomodo has no effect on increasing students' reading comprehension at SMAN 13 Bandar Lampung.

H1: Edmodo has a significant effect on increasing students' reading comprehension at SMAN 13 Bandar Lampung.

Result and Discussion

After conducting research on 35 students by comparing the Pre-test and Post-test scores, the SPSS output results will be interpreted as follows:

T-Test

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	77.6000	35	5.19162	.87754
	POST TEST	85.2571	35	3.85275	.65123

In this output, we are shown a summary of the results of descriptive statistics from the two samples studied, namely the pretest and posttest. For the pretest value, the average learning outcome or mean is 77.6000. Meanwhile, for the post-test value, the average value of learning outcomes was 85.2571. The number of respondents or students used as the tempo of the study was 35 students. For the value of Std. The deviation (standard deviation) on the pretest was 5.19162 and the post-test was 3.85275. Last is the value of St. The Medan error for the pre-test is 0.87654 and the post-test is 0.65123.

Because the average value of learning outcomes in the pretest is 77.6000 < post-test 82.2571, it means that descriptively there is a difference in the average learning outcomes between the pretest and post-test results. Furthermore, to prove whether the difference is really real (significant) or not, then we need to interpret the results of the paired sample T test contained in the "Paired Samples Test" output table.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	35	.670	.000

The output above shows the results of the correlation test, the relationship between the two data, or the relationship between the pretest variable and the post-test variable. Based on the output above, it is known that the correlation coefficient (correlation) is 0.670 with a significance value (Sig.) of 0.000. Because of the value of Sig. 0.000 < 0.05 probability, it can be said that there is a relationship between the pre-test variable and the post-test variable.

This third output is the most important because in the third part of this, we will find answers to the research we are doing, namely regarding the effect of online learning using Edmodo in improving students' reading comprehension at SMA

Negeri 13 Bandar Lampung. However, before we discuss the interpretation of the numbers contained in the "Paired Samples Test" output table above, we first need to know the formulation of the research hypothesis on the decision-making guidelines in the paired sample t test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-7.65714	3.87255	.65458	-8.98741	-6.32688	-11.698	34	.000

.

Research Hypothesis Formulation

- H0 = there is no average difference between pretest and posttest learning outcomes, which means that there is no effectiveness of online learning using Edmodo in improving students' reading comprehension at SMA Negeri 13 Bandar Lampung.
- H1 = there is an average difference between the pretest and posttest learning outcomes, which means that there is an effectiveness of online learning using Edmodo in improving students' reading comprehension at SMA Negeri 13 Bandar Lampung.

Decision-making guidelines in the Paired Sample T-test

According to Singgih Santoso (2014: 264), the decision-making guidelines in the paired sample t-test test based on the significant value (Sig.) of the SPSS output results, are as follows.

1. If the value of Sig. (2-tailed) < 0.05, then H0 is rejected and H1 is accepted.
2. On the other hand, if the value of Sig. (2-tailed) > 0.05, then H0 is accepted and H1 is rejected.

Based on the "Paired Sample T-test" output table above, Sig's value is known. (2-tailed) is 0.000 < 0.05, then H0 is rejected and H1 is accepted. So it can be concluded that there is an average difference between pretest and post-test learning outcomes, which means that there is an effect of online learning using Edmodo in improving students' reading comprehension at SMAN 13 Bandar Lampung.

The output table "Paired Sample T-test" above also contains information about the value of "Mean Paired Difference" is -7, 65714. This value indicates the difference between the average pretest learning outcomes and the post test average learning outcomes or 77 .6000 -82.2571 and the difference is between -8.98741 to -6.32688 (95% Confidence Interval of the Difference Lower and Upper)

Based on the test results, it can be concluded that "There was an increase in student learning outcomes before and after being given the treatment of learning using Edmodo in improving students' reading comprehension at SMA Negeri 13 Bandar Lampung". So, learning using this has an effect on student learning outcomes.

Conclusion

Online learning using Edmodo in improving students' reading comprehension at SMA Negeri 13 Bandar Lampung is quite effective when viewed from student learning outcomes. Student learning outcomes after lectures using Edmodo are higher than student learning outcomes before studying using WA Edmodo. Suggestions that can be contributed are that other researchers who are interested in conducting similar research can apply learning and compare with other online media with the lack of learning through this Edmodo media.

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Textual Function of Discourse Markers in Motivational Speeches

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Abstract

This study was designed to analyze the functions of discourse markers in motivational speeches delivered by Elizabeth Gilbert and Ken Robinson in TED Talk. Furthermore, the aim of this research is to investigate the functions of discourse markers found in both speeches. Applying the qualitative method, this research analyzes and describes discourse markers used in both speeches. The result shows that each speaker employs many discourse markers in delivering their speeches with various functions on textual domains and each marker can have more than one function depending on the context of the utterances. It is found that discourse markers promote functions, those are opening frame marker, fillers, topic switcher, information indicator, sequence/relevance marker, Repair marker. Furthermore, it reveals that discourse markers may contribute greatly to the coherent and pragmatic flow of the discourse and also help the speakers to organize and construct their ideas using the appropriate discourse markers.

Keyword in alphabetical order, separated by comma, 3-5 words or phrases

Introduction

Discourse markers are words or phrases used to connect, organize, and manage what is being said or written with what has been already said or written (Ronald Carter, Geraldine and McCarthy, 2011). In this case, discourse markers bridge ideas among paragraph or points in spoken or written texts and make the flows of ideas interrelated. Here is an example of the existence of discourse markers in a speech.

> How can you get fired from a company you started? Well, as Apple grew, we hire someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. (Speech by Steve Jobs in 2005 at Stanford University)

It is noted that there are four discourse markers found, those are well, and, but, and then. Hamli (2016) argue that Well is used by the speaker to signal his move in discourse to the audiences so that the audiences can give more attention to what is being said. Second, and shows what is being said as continuation of what had preceded and it is also to connect the additional information toward the previous statement. Third, but marks an upcoming unit as contrasting action. Next, then is used to indicate succession between two events. Those kinds of discourse markers are used to make the speaker easier in delivering messages of speech so that the audiences can understand well and also make the speech sounded naturally and constructed well. To compare the ideas flow by means of discourse markers, here is the text without discourse markers.

> How can you get fired from a company you started? as Apple grew, we hires someone who I thought was very talented to run the company with me, for the first year or so things went well. our visions of the future began to diverge eventually we had a falling out.

The utterances above do not use the discourse markers as its original, so it makes them seem unorganized and unconstructed logically between the previous utterance and the next utterance while discourse marker has a function to show the connectivity and correlation between what is being said and its context (Swan, 2005: 13). Besides, it also makes the people who hear it get harder to catch the point and understand the meaning without using any kind of markers at all or the appropriate discourse markers.

As motivational speech tries to carry out its functions in which the functions are to motivate, persuade, and influence the audiences to become better or do such good things in their life, different types of discourse markers are used. Many kinds of discourse markers used are to assist the speaker to deliver the meaning or messages in the speech without misleading the people who listen to their speech. Thus, the researchers consider discourse markers as the focus of discussion because discourse markers always appear in every communication people do. Moreover, discourse marker is an interesting topic to be discussed because it also deals with the context of language use. Studying discourse markers can help the readers, especially for English learners to improve the ability of speech and language proficiency both written and spoken because discourse markers are words and phrases that can help people connect their ideas and make the texts or speech appropriately constructed.

In other words, discourse markers can function as cohesive devices to indicate a pragmatic meaning and they can also ensure text and and discourse coherence (Blakemore, 2006; Schiffrin, 1987, 2006; Muller, 2005; Murar, 2008, etc.).

Accordingly, the researchers are interested in discussing discourse markers in speeches delivered by two figures, they are Elizabeth Gilbert and Ken Robinson. Both of them have the same field of work, that is as the author. Elizabeth Gilbert is an American author, essayist, short story researcher, biographer, novelist, and memoirist. Meanwhile, Ken Robinson is a British author, speaker, and international advisor on education in the arts to government, non-profits, education, and arts bodies. There are several criteria in choosing the selected speeches from twenty-five speeches. Furthermore, they delivered their speech in the same event, that is in TED Talk. TED (Technology, Entertainment, Design) is an American set of conferences run by the private nonprofit organization Sapling Foundation, under the slogan "Ideas Worth Spreading". In TED Talk, they delivered motivational speeches where Elizabeth Gilbert's speech is about Your Elusive Creative Genius delivered in 2009 TED Talk and Ken Robinson's speech is about Do Schools Kill Creativity? delivered in 2006 TED Talk. Thus, the researchers are interested in exploring the use of discourse markers in speech. At last, this research aims at finding and analyzing discourse markers and determining their function in spoken discourse. In addition, this research is purposively to figure out how discourse markers are used by English native speakers (Elizabeth Gilbert and Ken Robinson) so that it can give insights to English learners in the context of English as a Foreign Language.

Theory and Method

In the recent study of language, discourse markers (DMs) become a phenomenon in the linguistics field which has been discussed and observed broadly among many linguists. Moreover, discourse markers (DMs) have important functions in spoken and written discourse interpretation. According to Schiffrin (1987: 31), discourse marker is "sequentially dependent elements which bracket units of talk." On the other hand, Fraser (1999) defines discourse markers as conjunctions, adverbs, and prepositional phrases which connect two sentences or clauses together.

The universal term agreement on what to call these linguistic element actually has not been achieved because so far various terms are used to call these features, among them are: discourse markers (Blakemore 1987, 2002; Fraser 1988, 1990, 1998; Lenk 1998a, 1998b, 2005; Schiffrin, 1987), discourse particles (Aijmer 2002; Schourup 1985), discourse operators (redeker 1990, 1991), pragmatic marker (Andersen 1998, 2001; Brinton 1990, 1995, 1996, 1998; Erman 2001; Fraser 1996), pragmatic particles (Ostman 1981, 1982), pragmatic formatives (Fraser 1987), pragmatic expressions (Erman 1986), pragmatic connectives (Crystal and Davy 1975; van Dijk 1979), fillers (Brown and Yule 1983), conjunctions and continuatives (Halliday and Hasan 1976), or cue phrases (Knott and Sanders 1998), (as cited by Vienna, 2006: 4). Due to various terms are used by some scholars for these linguistic elements, Schiffrin (2001: 65) states her conclusion that, "discourse markers are parts of

language that scholars want to study, even if they do not always agree on what particular parts they are studying or what to call the object of their interest".

It can be concluded that discourse markes are like words and phrases which help people connect their ideas. It is supported by the additional definition which was given by Brinton (1996) as cited by Hamli (2016: 29), she says that discourse markers are words or phrases that function within the linguistic system to establish relationships between topics or grammatical units in discourse (as with the use of words like because, so, then). It means most discourse markers signal the listener/reader of continuity in text or the relationship between the preceding and following text or what has been said and what what will be said. They play the significant interactive role in which they show the relationship between the interlocutor, like between the speaker and the hearer or between the addresser and the addressee. Then, Schiffrin also states that discourse marker is a linguistic device in which speakers use it to indicate how the approaching unit of speech or text relates to the current discourse situation (Schiffrin, 1994:46).

Furthermore, Schiffrin (1994:46) added that the important thing of the analysis on discourse markers is to know how speakers and hearers all together consolidate forms, meaning, and actions to make overall acceptable and sense out of what is said. Furthermore, Schiffrin (1987) divides discourse marker into six categories, that are: marker of information management (oh), marker of response (well), marker of connectives (and, but, or), marker of cause and result (so, because), marker of temporal adverb (now, then), and marker of information & participation (you know, mean). Meanwhile Fraser (2009) distinguishes three functional classes of discourse markers into contrastive discourse markers (CDMs), elaborative discourse markers (EDMs), inferential discourse markers (IDMs), temporal discourse markers (TDMs), and spoken discourse markers (SDMs).

To identify the words or phrases considered as the discourse markers in a text, there are several basic features of discourse markers which were cited by Alami (2016: 251) from various scholars, as follows: 1) They are almost used in all languages (Lenk, 1998; Yilmaz, 2004); 2) They are syntactically independent (Schiffrin, 1987); 3) They are syntactically flexible (Futji, 2001); 4) They do not affect the propositional meaning of utterances (Brinton, 1996; Schiffrin, 1987); 5) They deal with the pragmatic aspects of discourse (Andersen, 2001; Fraser, 1990; Yilmaz, 2004); and 6) They are multifunctional (Fraser, 1990; Schiffrin, 1987; Yilmaz, 2004).

Discourse Marker Functions

Discourse markers serve pragmatic or procedural purpose in a talk and only have little refrential meaning or even it have no propositional contribution to the meaning of the discourse itself (Brinton, 2008: 1). Brinton (1996), Ajimer (2002), Hyland and Tse (2004), and Muller (2005) classified the discourse markers' functions into two categories of functions, namely interpersonal functions and textual functions. It was supported by Brinton (1996) who states that "discourse markers fulfil a variety of pragmatic functions on the textual and interpersonal level of discourse". Furthermore, Brinton (1996) divided classification of discourse markers functions

based on interpersonal functions in which it consists of subjectively and interpersonally, meanwhile based on textual functions it consists of opening/closing marker, turn-taker/giver/keeper, filler, topic switch, information indicator, sequence/relevance marker, and repair marker.

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Markers with an interpersonal function refer to the nature of the social exchange and express attitudes, feelings and evaluations. As Brinton (1996: 35-40) and Castro (2009: 71) argue that the interpersonal functions of discourse markers are precisely more related to the reactions, responses and relations built by the participants in the interaction which is dealing with the role of the addressor and addressee.

On the other hand, textual function refers to the speaker's system of meaning construction to produce a text, therefore it creates cohesive patterns of discourse (Brinton, 1996). Furthermore, Brinton's (1996: 35-40) posits that to initiate discourse, including claiming the attention of the hearer (opening frame marker), to close discourse (closing frame marker), to aid the speaker in acquiring or relinquishing the floor (turn taker/turn giver), to serve as a filler or delaying tactic used to sustain discourse or hold the floor (fillers), to indicate a new topic or a partial shift in topic (topic switcher), to denote either new or old information (information indicators), to mark sequential dependence (sequence/relevance markers), and to repair one's own or others' discourse (repair markers).

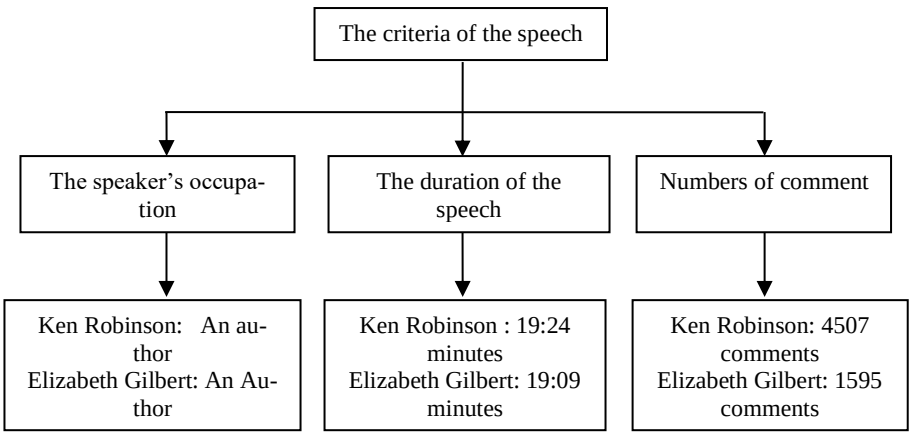
Brinton explained further the functions of discourse markers based on the textual functions in discourse are to mark various kinds of boundaries (to initiate or end a discourse or to effect a shift in topic) and to assist in turn taking in oral discourse or chunking in written discourse. On the other hand, based on the interpersonal function, they are used subjectively to express attitude and interpersonally to achieve intimacy between the speaker and addressee (Brinton, 2006, as cited by Alami, 2015: 6).

Method

According to Polit et al (2001: 167), research design is "the researcher's overall for answering the research question or testing the research hypothesis." Meanwhile, Parahoo (1997: 142) describes research design as "a plan that describes how, when, and where the data are to be collected and analysed". In other words, research design is the overall plan of how the researchers starts his/her research. This research

applies qualitative method since the researchers has to describe and explain discourse markers used in Ken Robinson's and Elizabeth Gilbert's speeches mostly in the form of words which deal with meaning rather than statistics or numerical figures (Punch, 1998: 4). The description will include some aspects of discourse markers based on the research question, such as the functions of discourse markers in textual domains by applying Brinton's (1996) theory. In addition, this research is supposed to be a qualitative method because the aim of this research is to get deeper understanding and information of how discourse marker applied.

The data of this research are the utterances of the words or phrases of discourse markers found in the speeches delivered by Ken Robinson and Elizabeth Gilbert. Meanwhile, the data source of the research are the videos of two speeches delivered by Ken Robinson entitled Do Schools Kill Creativity? in 2006 TED Talk and Elizabeth Gilbert entitled Elusive Creative Genius in 2009 TED Talk. The videos are taken from the official website of TED Ideas Worth Spreading (https://www.ted.com/). Both speeches are selected from twenty-five speeches provided by the official website of TED Talk as the famous popular talks of all time based on TED Talk's version. In selecting the speeches, the researchers consider several criteria, such as the speaker's occupation (should be as an author), the duration of the speech (for about 15-20 minutes), and the number of comments on the speeches (more than 1000 comments). After appling those criteria, it remains two selected speeches, i.e. Elusive Creative Genius by Elizabeth Gilbert and Do Schools Kill Creativity? By Ken Robinson.



Findings and Discussion

The findings as indicted in table 1 demonstrates that Elizabeth Gilbert dominantly use discourse marker and in delivering her speech as much as 135 occurrences. The second most frequently used discourse marker is you know (57 occurrences), the third is but (23 occurrences), and the next is like (20 occurrences), and the rests are if (14 occurrences), because and so (13 occurrences), sort/kind of (10 occurrences), then (7 occurrences), I mean/I think (6 occurrences), just (5 occurrences), now (4

occurrences), the lasts are actually and basically (3 occurrences). Besides, there are some discourse markers which occur only once, i.e. almost, anyway, ok, and or (1 occurrence). In addition, some other markers from Brinton's inventory of 33 items did not occur at all (ah, after all, almost, and (stuff, things) like that, go "say", mind you, moreover, oh, or, really, right, say, therefore, uh huh/um, well, yes/no, and you see).

Table 1. DMs on Elizabeth Gilbert's speech based on Brinton (1996)

DMs	Occ	DMs	Occ	DMs	Occ
Actually	**3**	But	**23**	Ok	**1**
Almost	**1**	If	**14**	Or	**1**
And	**135**	I mean/I think	**6**	So	**13**
Anyway	**1**	Just	**5**	Sort/kind of	**10**
Basically	**3**	Like	**23**	Then	**7**
Because	**13**	Now	**4**	You/I know	**57**

(Notes: DMs = Discourse Markers, Occ = Occurences)

The result putted on table 2 shows that and is the most frequent DM used in Ken Robinson's speech occurring 87 times. It is followed by but as the second most frequently used discourse marker occurring 19 times, the next is if (18 occurrences) and then so (13 occurrences). The others are because (12 occurrences), I mean/I think occurrs 11 times, now occurs 10 times, you/I know occurs 8 times, actually occurs 6 times. Meanwhile anyway and yes/no have the same result occurring 4 times, and just occurs 3 times. It is interesting to see that some discourse markers occurred only twice (like, or, then), or once (mind you, really, well). The rest, i.e. ah, after all, almost, and (stuff, things) like that, basically, go "say", moreover, oh, ok, right/all right, say, sort/kind of, therefore, uh huh/um, and you see are not used at all.

Table 2. DMs on Ken Robinson's speech based on Brinton (1996)

DMs	Occ	DMs	Occ	DMs	Occ
Actually	**6**	I mean/I think	**11**	Really	**1**
And	**87**	Just	**3**	So	**13**
Anyway	**4**	Like	**2**	Then	**2**
Because	**12**	Mind you	**1**	Well	**1**
But	**19**	Now	**10**	Yes/no	**4**
If	**18**	Or	**2**	You/I know	**8**

Further, several data as the representative of the analysis are presented in the explanation later, the researchers will explain the data of discourse markers found only on the four-most discourse markers used, i.e. and, you know, but, like (from

Elizabeth Gilbert's speech) and and, but, if, so (from Ken Robinson's speech), as well as the four-least discourse markers used, i.e. almost, anyway, ok, or (from Gilbert speech) and mind you, really, or, well (from Ken Robinson's speech). Those data will be used as the representative of the the findings' explanation on this research.

Before go further to the explanation of the findings, other thing that attracts the researchers from the data found is the occurrence of other discourse marker found by the researchers in both speeches as the additional information in this research, because it often occurs in both speeches, especially in Elizabeth Gilbert's speech. That discourse marker is marker of um and it is used as the filler on all the data found. Marker of um is found by the researchers mostly used by Elizabeth Gilbert, meanwhile, Ken Robinson just used a little.

Opening Frame Marker

The researchers found 7 markers that functions as opening frame marker, they are *and* (1), *you know* (1), *ok* (1) in Gilbert's and *actually* (1), *so* (2), *anyway* (1) in Robinson's. Below is the representative of the finding's explanation:

- ***OK***

*"**OK**, centuries ago in the deserts of North Africa, people used to gather for these moonlight dances of sacred dance and music that would go on for hours and hours, until dawn. And they were always magnificent, because the dancers were professionals and they were terrific, right?"* **(Speech by Elizabeth Gilbert in lines 258 to 262)**

The speaker used marker of *ok* on the speech when she would like to initiate the discourse or to open the discourse. It was also used as if the speaker claimed the attention of the hearer or the audiences. Besides, it was used in the speech when the speaker wanted to start a story about a sacred dance and music which lasted on centuries ago in the desert of North Africa which certainly this story has relevant to her topic of speech about the elusive creative genius. So before she started the story that would be told to the audiences, she marked it by using marker of *ok* in the beginning of her story.

- ***SO***

*"**So,** um I have a big interest in education, and I think we all do. We have a huge vested interest in it, partly because it's education that's meant to take us into this future that we can't grasp."* **(Speech by Ken Robinson in lines 21 to 24)**

In this context, *so* is used as an opening frame marker. The speaker tried to start or open the main topic of his speech through the application of markers *so* in which previously he lead the audience first by giving the overview of what will be

discussed actually as the main topic of his speech in order to attract and make them pay attention on his speech, where his main topic is about education.
*Um **so** I want to talk about education and I want to talk about creativity. My contention is that creativity now is as important in education as literacy, and we should treat it with the same status.* **(Speech by Ken Robinson in lines 37 to 40)**

On the utterance above, *so* is used also as the opening frame marker where it is to support the previous overview of the main topic and actually it tells the audience indirectly as if 'we have come to the main discussion and please be attention'.

Fillers/Turn Keepers

The researchers found 100 markers that function as filler, i.e. *um* (46), *you know* (26), *and* (15) in Gilbert's and *um* (10), *you know* (6) in Robinson's. The representative of the finding's explanation can be seen as follow:

- ***YOU KNOW***

*"Um and we researcherss, **you know**, we kind of do have that reputation, and not not just researcherss, but creative people across all genres, it seems, have this reputation for being enormously mentally unstable."* **(Elizabeth Gilbert's speech in lines 46 to 49)**

The function of the marker *you know* is used as filler on the textual domain. It just naturally happens when talking or develops naturally along with the rest of speech (Hudson & Edwards: 2008). The speaker uses *you know* to fill the pause when talking in front of the audience and indicates a brief delay of around 3 seconds. It is actually used as a delaying tactic by the speaker while thinking about what to say next.

- ***UM***

*"And the third part of this is that we've all agreed, nonetheless, on the really **um** extraordinary capacities that children have"* **(Ken Robinson's speech in lines 29 to 31)**

The case of marker *um* on the utterance above found in Ken Robinson's speech is also similar with the case of marker *um* found in Elizabeth Gilbert's speech which has been explained previously. Marker of *um* found in Ken Robinson's speech is also used as filler in textual function. The speaker, Ken Robinson, used marker of *um* in the middle of his utterance was actually to recall the words that he would use in completing his thought. In other words, both speakers, Elizabeth Gilbert and Ken Robinson, want to inform the listeners/the audiences that actually both speakers need a little time or a pause to collect their thoughts and ideas before they continue their discourse. Therefore, the speakers used marker of *um* as filler and it is used by them while thinking what to say next.

Topic Switcher

It was found 25 markers as topic switcher, i.e. *but* (4), *and* (3), *so* (2), in Gilbert's and *but* (4), *and* (3), *anyway* (2), *if* (3), *now* (1), *actually* (1), *well* (1) in Robinson's. Below is the representative of the finding's explanation:

- ***BUT***

"And I'm afraid of many many more things besides that you know people can't even guess at, like um seaweed and other things that are scary. ***But****, when it comes to writing, um the thing that I've been sort of thinking about lately, and wondering about lately, is why? You know, is it rational? Is it logical that um anybody should be expected to be afraid of the work that they feel they were put on this Earth to do, you know."* **(Speech by Elizabeth Gilbert in line 29 to 36)**

Marker of *but* here has a function as topic switcher. It indicates a partial shift in topic where the speaker previously told about people's opinion toward her idea to be a researchers in which most people will give the same kind of fear-based reaction when she started telling people that she wanted to be a researchers (it is showed on lines 18 to 26). Then the speaker used *but* to mark an upcoming unit as a contrasting action. Firstly, the speaker has the same idea with the people's opinion because she actually felt afraid of many more things with her idea to be a researchers (showed on lines 27 to 31). However, the speaker began to shift the partial topic, she did not tell anymore about her fear but she tried to convey different perception from others when she started writing in which actually anybody should not be afraid of many things toward their work (showed on lines 31 to 36). Therefore to contrast the previous opinion or assumption, she begins to shift the partial topic by using marker *but.* In other words, *but* here fulfills a function as the partial shift in topic which indicates that the given utterance is as the denial of some prepositions from the preceding discourse about people's opinion or assumption.

- ***WELL***

My contention is that creativity now is as important in education as literacy, and we should treat it with the same status. (applause) thank you (applause). That was it, by the way. Thank you very much. So, 15 minutes left. ***Well****, I was born… no. I heard a great story recently, I love telling it, of a little girl who was in a drawing lesson.* **(Speech by Ken Robinson in lines 38 to 44)**

Marker of *well* occurs in line 42 has a function as the topic switcher. The speaker implied this marker only one time in the speech and it was used when he wanted to move to another topic and indicated a partial shift in topic. Actually, the speaker did not intend to change the partial topic or discuss the new topic about him in actual context, he just wanted to make a joke and deviated slightly from the real new topic that he will actually discuss next, in which basically he wanted to shift the partial topic with telling a story to the audiences about a great story of a little girl.

Information Indicator

The researchers found 107 markers function as information indicator which consist of *and* (20), *now* (4), *you know* (13), *kind of* (2), *just* (2), *like* (1), *so* (3), *but* (4), *because* (3), *then* (2), *I think* (2), *almost* (1), *anyway* (1) in Gilbert's and *because* (5), *like* (1), *so* (4), *and* (12), *now* (7), *if* (2), *but* (6), *actually* (1), *mind you* (1), *anyway* (1), *I think* (2) in Robinson's. The representative of the finding's explanation can be seen as follow:

- ***ALMOST***

And then there were these times, this is the piece I never forgot, she said that there were moments where she would ***almost*** *miss it, right? So, she's running to the house and she's looking for the paper and the poem passes through her, and she grabs a pencil just as it's going through her, and then she said, it was like she would reach out with her other hand and she would catch it. She would catch the poem by its tail, and she would pull it backwards into her body as she was transcribing on the page.* **(Speech by Elizabeth Gilbert in lines 181 to 189)**

On the speech, a marker of *almost* is only found once on the data. It is used as the information indicator, because, from the intonation of the speaker when she said *almost* it can be heard as if the speaker wanted to give information to the audience by emphasizing the word *almost.* Actually, from the context, *almost* is used as 'the key point' of the speaker as the information to continue her next explanation about the story. So, her next utterances on lines 184 to 191 after "*she said that there were moments where she would* ***almost*** *miss it, right?"* are the explanation toward the emphasis word, i.e. *almost* which is used as the marker whose function as the information indicator.

- ***ANYWAY***

"Listen you, thing, um you and I both know that if this book isn't brilliant that is not entirely my fault, right? Because you can see that I am putting everything I have into this, you know, I don't have any more than this. So, If you want it to be better, you've got to show up and do your part of the deal, okay. But if you don't do that, you know what the hell with it, I'm gonna keep writing ***anyway*** *because that's my job. And I would please like the record to reflect today that I showed up for my part of the job".* **(Speech by Elizabeth Gilbert in lines 249 to 257)**

Marker of *anyway* is only found one data on Elizabeth Gilbert's speech. It has a function as information indicator. The speaker used it when she was talking about her job. It can be used by the speaker to focus on what is important according to her as well as to tell the audiences what is on her mind. It explains that no matters what happens with her book she wrote and people judges her book is not brilliant, it will not change anything and will not affect her at all because she is a researcher which means her job is about writing, so whatever happens she is going to keep writing.

Therefore, the speaker used marker of *anyway* in focusing and showing what is important, and that important thing is *she will keep writing because that is her job as a researchers.*

- ***MIND YOU***

"Anyway, um we moved from Stratford to Los Angeles, and I just want to say a word about the transition. My son didn't want to come. I've got two kids; he's 21 now, my daughter's 16. He didn't want to come to Los Angeles. He loved it, but he had a girlfriend in England. Um this was the love of his life, Sarah. He'd known her for a month. ***Mind you****, they'd had their fourth anniversary, because it's a long time when you're 16."* **(Speech by Ken Robinson in lines 94 to 100)**

Marker of *mind you* in this utterance is used as information indicator and it only occurs once in the speech. The speaker implied it when he wanted to add something to what he has just said previously, i.e. *Um this was the love of his life, Sarah. He'd known her for a month.* Besides, marker of *mind you* was also used by the speaker to draw attention of the audiences to an interesting fact about the relationship of his son with his girlfriend, i.e. Sarah. Therefore, the speaker here used marker of *mind you* to tell something that should be taken into the consideration although the information is actually not really important.

- ***AND***

"What you have there is a person of extraordinary dedication who found a talent. ***And*** *my contention is all kids have tremendous talents, and we squander them, pretty ruthlessly."* **(Speech by Ken Robinson in lines 35 to 37)**

Marker of *and* on the utterance above has a function as information indicator. The speaker applied it when he wanted to tell the audiences about his contention toward the actual thing that happens, certainly it still has the connection with the previous statement. In addition, here the speaker would like to share his assumption to the audiences as the information in which beyond the meaning actually he wanted to make his audiences aware that they have ignored the talent of their children all this time.

Sequence/relevance marker

It was found 332 markers as sequence/relevance marke which consist of *and* (96), *like* (22), *so* (8), *sort of* (7), *if* (14), *but* (12), *you know* (16), *because* (10), *I think* (4), *now* (1), *actually* (3), *basically* (3), *kind of* (1), *just* (3), *then* (5), *or* (1), *anyway* (1) in Gilbert's and *if* (12), *and* (72), *actually* (3), *like* (1), *you know* (1), *I think* (8), *but* (7), *so* (7), *or* (1), *just* (3), *because* (7), *now* (2), *then* (2), *really* (1) in Robinson's. Below is the representative of the finding's explanation:

- ***AND***

"Writing books is my profession but it's more than that, of course. It is also my great lifelong love and fascination. ***And*** *I don't expect that that's ever going to change."* **(Speech by Elizabeth Gilbert in lines 1 to 3)**

The marker *and* used here has a function as sequence/relevance marker. It can be seen from the previous utterance/statement where previously the speaker told that she enjoys her current profession as a researchers. Then, she continued her statement by adding her statement toward the previous utterance. From that, it shows that the next statement still has the connection with the previous one where the next statement is the additional explanation and information toward her previous statement or as her continuation of what she had said before. In short, it is used as the continuity information from the discourse itself.

- ***LIKE***

"And he's speeding along, and all of a sudden he hears this little fragment of melody, you know, that comes into his head as inspiration often comes, elusive and tantalizing, and he wants it, you know, it's gorgeous, and he longs for it, but he has no way to get it. He doesn't have a piece of paper, he doesn't have a pencil, or he doesn't have a tape recorder. So he starts to feel all of that old anxiety start to rise in him ***like****, "I'm going to lose this thing, you know, and I'll be goodbye by this song forever. I can not do it"."* **(Speech by Elizabeth Gilbert in lines 212 to 220)**

Marker of *like* on the utterance above has a function as sequence/relevance marker. It provides the continuity toward the previous statement which is used as supposition. The speaker use marker of *like* to show the additional information by adding the supposition as the sequential utterance with the previous one. It is used by the speaker to provide the illustration of what is being felt by Tom Waits as the person whom is talked about by the speaker to her audiences in which *he* on the utterance above refers to Tom Waits.

- ***OR***

It's gorgeous, and he longs for it, but he has no way to get it. He doesn't have a piece of paper, he doesn't have a pencil, ***or*** *he doesn't have a tape recorder. So he starts to feel all of that old anxiety start to rise in him like, "I'm going to lose this thing, you know, and I'll be be haunted by this song forever. I'm not good enough, and I can't do it."* **(Speech by Elizabeth Gilbert in lines 215 to 220)**

Marker of *or* above is used as sequence/relevance marker. The speaker used this marker to show the alternative option which describes the condition of a person she is talking about (pronoun 'he' refers to that person). It shows that marker of *or* in this context is used as the continuity and mark the sequential dependence of the preceding discourse produced by the speaker previously. It means that marker of *or* can not stand alone, it can not be perceived to be used in a discourse if there is no existence of preceding utterance which correlates as the other optional. In other word, it can be applied in a discourse if there is more than one thing.

- ***IF***

There isn't an education system on the planet that teaches dance everyday to children the way we teach them mathematics. Why? Why not? I think this is rather important. I think math is very important, but so is dance. Children dance all the time ***if*** *they're allowed to, we all do. We all have bodies, don't we?* **(Speech by Ken Robinson in lines 111 to 116)**

Marker of *If* on the utterances above has a function as sequence/relevance marker. As Brinton (1996) tried to figure out the function of sequence/relevance marker that it is used to mark sequential dependence between the preceded utterance with the next utterance, in which the previous utterance is "*Children dance all the time"* and the next utterance is "*they're allowed to"*. We can see between those two utterance mentioned before, *if* connects each other where *if* help the previous utterance to explain what happens as "the requirement".

- ***SO***

"What TED celebrates is the gift of the human imagination. We have to be careful now that we use this gift wisely and that we avert some of the scenarios that we've talked about. And the only way we'll do it is by seeing our creative capacities for the richness they are and seeing our children for the hope that they are. And our task is to educate their whole being, ***so*** *they can face this future."* **(Speech by Ken Robinson in lines 257 to 263)**

Here, *so* has a function as sequence/relevance marker. In this case, it indicates that the speaker showed the continuity which relevance to his previous statement in which the audiences can infer what would do next after the speaker delivered the messages through his motivational speech. In addition, it is also used to indicate a relation between premise and conclusion, as well as becomes the purpose of his speech, that is to motivate and influence the audiences in supporting and help their children even themselves to make their future come true through their creative capacities.

- ***REALLY***

"The whole system was invented around the world, there were no public systems of education, ***really****, before the 19th century. They all came into being to meet the needs of industrialism. So the hierarchy is rooted on two ideas."* **(Speech by Ken Robinson in lines 142 to 146)**

In this context, marker of *really* above takes its role as sequence/relevance marker. It is considered as sequence/relevance marker because marker of *really* is used to strength and emphasis the speaker's preceding discourse in "*The whole system was invented around the world, there were no public systems of education"* as if he wanted to convince the audiences that indeed it happens. In other words, marker of

really here is used to make the information on the utterance sound strong and focus on the audiences' attention on the importance of the whole message.

Repair Marker

The researchers found 15 markers that functions as repair marker, they are *but* (3), *you know* (1) in Gilbert's and *I mean* (1), *but* (2), *no* (4), *if (1), you know* (1), *or* (1) in Robinson's. Below is the representative of the finding's explanation:

- ***BUT***

"It saved me when I was in the middle of writing "Eat, Pray, Love," and I fell into one of those sort of pits of despair that we all fall into when we're working on something and it's not coming and you start to think this is gonna be a disaster, this is gonna be the worst book ever written. Not just bad, ***but*** *the worst book ever written. And I started to think I should just dump this project, you know."* **(Elizabeth Gilbert's speech in lines 239 to 246)**

The speaker applied marker of *but* on the utterance above as the repair marker. It was used by the speaker when she wanted to confirm the previous statement "*not just bad"* become "*the worst book ever written"*. The repair of the utterance stated by the speaker as if to show her fear she felt or thought when she wrote her book *Eat, Pray, Love.*

- ***YOU KNOW***

"She would catch the poem by its tail, and she would pull it backwards into her body as she was transcribing on the page. And in these instances, the poem would come up on the page perfect and intact but backwards, from the last word to the first. So when I heard that I was like, that's uncanny, that's exactly what my creative process is like. That's not at all what my creative process is, I'm not the PIPELINE, ***you know****! I'm a MULE."* ***(Speech by Elizabeth Gilbert in lines 187 to 194)***

Marker of *you know* is used by the speaker as repair marker. It repaired what the speaker have already just said previously. Marker of *you* know that is applied on the utterance "*That's not at all what my creative process is, I'm not the PIPELINE,* ***you know****! I'm a MULE"* is as the repair toward the previous utterance "*that's uncanny, that's exactly what my creative process is like"*. The speaker just wanted to tell the audiences that she actually just made a joke about her creative process which signing by the laughter of the audiences , therefore then she continued by repairing the preceding statement.

- ***BUT***

The teacher was fascinated. She went over to her, and she said, "What are you drawing?" And the girl said, "I'm drawing a picture of God." And the teacher said,

*"**But** nobody knows what God looks like." And the girl said, "They will, in a minute."* **(Speech by Ken Robinson in lines 46 to 49)**

In this context, marker *but* here is used as repair marker on textual domain. In the speech, the speaker is telling a story to the audiences about a teacher and a student. The preceded utterance of his story, the student said to her teacher that she wants to draw a picture of God, then the teacher tries to make it clear by telling her student that actually God cannot be drawn because nobody knows what God looks like. Therefore, in this speech, the speaker tries to connect one sentence to another sentence of his story by using marker *but* as disagreement on another character's idea through the character of teacher in which the teacher tries to repair the student's statement. In other word, *but* here fulfills the function as contrastive which indicates that the given utterance is either a denial or a contrast of some propositions from the preceding discourse.

- ***OR***

"I believe this passionately, that we don't grow into creativity, we grow out of it. ***Or** rather, we get educated out of it. So why is this?"* **(Speech by Ken Robinson in lines 79 to 81)**

Marker of *or* here is used as repair marker. From this finding, the researchers found that in this context the speaker wanted to give the additional statement as the repair toward his own previous statement. He tried to give the other optional as the more appropriate or suitable discourse for the case that happens. It means that the speaker wanted to improve or create a better term for that case and how to call that situation. Therefore, in this context, the speaker implied marker of *or* as the appropriate marker in constructing and connecting his idea.

Conclusion

This chapter presents a conclusion of the findings of the current study on the functions of discourse markers in two speeches delivered by Elizabeth Gilbert and Ken Robinson in TED Talk. After analyzing the data by applying the theory from Brinton (1996) and referring to the findings that have been elaborated and explained on chapter four in which the researchers only focuses on the textual functions and concerns on the occurrence of DMs based on Brinton (1996) as a basis, the researchers concludes the findings on the table as follows:

DMs	Functions
Actually	Sequence/relevance marker (6), opening frame marker (1), topic switcher (1), information indicator (1)
Almost	Information indicator (1)
And	Sequence/relevance marker (168), information indicator (32), filler (15), topic switcher (6), opening frame marker (1)

Anyway	Topic switcher (2), sequence/relevance marker (1), opening frame marker (1), information indicator (1)
Basically	Sequence/relevance marker (3)
Because	Sequence/relevance marker (17), Information indicator (8)
But	Sequence/relevance marker (19), Topic switcher (8), Information indicator (10), Repair marker (5)
If	Sequence/relevance marker (26), Topic switcher (3), Information indicator (2), Repair marker (1)
I mean/I think	Sequence/relevance marker (12), Information indicator (4), Repair marker (1)
Just	Sequence/relevance marker (6), Information indicator (2)
Like	Sequence/relevance marker (23), Information indicator (2),
Mind you	Information indicator (1)
Now	Information indicator (11), Sequence/relevance marker (3)
Ok	Opening frame marker (1)
Or	Sequence/relevance marker (2), Repair marker (1)
Really	Sequence/relevance marker (1)
So	Sequence/relevance marker (15), Information indicator (7), Topic switcher (2), Opening frame marker (2)
Sort/kind of	Information indicator (2), sequence/relevance marker (8)
Then	Sequence/relevance marker (7), Information indicator (2)
Well	Topic switcher (1)
Yes/no	Repair marker (4)
You/I know	Fillers (32), Sequence/relevance marker (17), Information indicator (13), Repair marker (2), Opening frame marker (1)

From the data of the results above, it shows that the most discourse markers used by both speakers are marker of *and.* They always used marker of *and* to give the additional information as well as to show the continuity of the preceding statement. It can be said that both speakers wanted to give more and more information to their audiences, therefore, they always used *and* as the most DMs used in their speeches. Meanwhile marker of *ah, after all, and (stuff, things) like that, go "say", moreoer, oh*, *right/all right*, *say*, *therefore*, *uh huh/mhm*, and *you see* are not used at all in both speeches.

Furthermore, from the result, it can be concluded that each marker has more than one function, it depends on in what condition and context of the utterance that speaker produced. Indeed, the use of discourse markers can help the speakers to connect and construct their ideas especially when they are conveying their speech in front of many audiences, and even when they need a little time to think what to say next or collect their thoughts and ideas before they continue the discourse, they can use marker of *um* as the filler. So, from the findings and results, it can prove what have already said by the previous scholar, i.e. Swan (2005) who said that discourse markers can function in showing the connectivity and correlation between what is being said and its context. Besides, it also can prove that discourse markers

are important in language use because they always appear in every communication people do.

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