

SPEECH THERAPY MODEL BASED ON NEURO LINGUISTIC PROGRAMMING (NLP): OPTIMIZATION OF DEAF SPEECH ABILITY

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Abstract: This study aims to describe the feasibility and effectiveness of a Neuro Linguistic Programming (NLP) based speech therapy model. The speech therapy model was developed using the Borg and Gall model at Makassar State SLB through the stages of research and information gathering, planning, development of initial product forms, and preliminary field trials. Data from expert validation results were analyzed using descriptive statistics, and data on the ability to speak with the deaf was analyzed using inferential statistical tests (t-test paired samples). The results of the study indicate that the developed speech therapy model is appropriate and effective for use in speech therapy for the deaf. The feasibility speech therapy model is used because it meets the feasibility aspects, namely the feasibility of supporting theory, the feasibility of orientation and goals, the feasibility of the reaction principle, the feasibility of therapeutic procedures, the feasibility of support systems, and the feasibility of implementing therapy. Speech therapy models based on Neuro Linguistic Programming (NLP) can improve the ability of the deaf to pronounce and understand the meaning of vocabulary and reduce anxiety when speaking.

Keywords: speech therapy, deaf, Neuro-Linguistic Programming (NLP)

Communication takes place when the speaker and interlocutor understand the process and are able to apply knowledge creatively. Communication is the delivery of information, ideas, emotions, skills, through the use of language symbols (Kustini, 2017). It is considered effective if the communication that occurs is two-way, where the stimulated meaning is the same or similar to that intended by the speaker.

The communication process uses language that produces speech acts, both oral and written. Language is a communication tool used by humans to communicate with others (Geurts, 2019). It plays a very important role in human life, because with language humans can interact with other humans. (Rao, 2019) states that it helps humans to obtain information from others. The information uses both written and spoken.

A speaker must use good language and not convoluted, so that the listener is able to understand what is conveyed by the speaker (Setiawati & Arista, 2018). In communicating orally, speakers need to pay attention to the sentences they say (Patiung, 2016). In this case, the speaker pays attention to whether the sentence spoken can be understood by the speech partner and whether the sentence spoken does not cause misinterpretation.

The mastery of speaking is the ability, skill, richness of speech of human thoughts and feelings through sound that is arbitrator, used to cooperate, interact, and identify themselves in good conversations (Siregar, 2021). The ability to speak is acquired through the activity of imitating the elements of language. (Ribot et al., 2018) states that the activity of imitating language elements is formed through activities, revealing for themselves what is seen and felt through words as the beginning of expressive language skills.

Deaf people have an effective speech impediment caused by a disturbance in the hearing organ resulting in hearing inability (Juherna et al., 2022). Hearing disorders for the deaf result in limited opportunities to build a list of words that can be used to establish communication, thus making it difficult to establish relationships (Granlund et al., 2018); (Hasim & Rahayu, 2020).

Physically, deaf people are no different from normal people in general, because people will know that they are deaf when they speak. (Zaenuri & Maemonah, 2021) revealed that deaf people speak silently or with a voice that is lacking and unclear in articulation, or even does not speak at all, they only gesture. Deaf in the form of low understanding of receptive language actions which results in inaccuracy of pronunciation and production of language sounds (Mursidi, 2019)

Deaf speech speakers are grouped into four categories, namely: very light, very light, healthy, and close (Mardiana, 2016). Based on this, there are different levels of deviations in the use of language rules of deaf children, depending on the category of communication disorders suffered. The results of observations at SLB Negeri 1 Makassar show several obstacles experienced by children with deaf children in communicating, namely: lack of accuracy in pronunciation and production of language

sounds, lack of understanding with the environment, and low understanding of receptive language acts. This confirms that interference in communicating with children is fundamental to be investigated further.

One effective formulation to improve deaf speech is to develop a speech therapy model based on Neuro-Linguistic Programming (NLP). In addition to providing novelty in its form, the speech therapy model with Neuro-Linguistic Programming (NLP) is also believed to help the deaf in pronunciation, language sound production and receptive language production.

Speech therapy is carried out to make a diagnosis and treatment of language, speech and voice disorders (Leigh, 2017); (Busri et al., 2021). Meanwhile, according to (Madyawati, 2016) speech therapy is a form of treatment to develop the ability to communicate well in accordance with existing language norms. Speech therapy can help individuals who have difficulty speaking, understanding, or using language effectively (Baker et al., 2021)

The integration of speech therapy with Neuro-Linguistic Programming (NLP) is a formulation of a speech therapy model that integrates operational procedures for the implementation of speech therapy with the stages of Neuro-Linguistic Programming (NLP). According to Roth & Worthington (2019) the operational procedure of speech therapy implementation consists of: imitation of language skills, therapy plans, language sound production exercises, repetition, sustainability, and skills practiced in real contexts. Furthermore, (Grimley, 2018) describes the stages of Neuro-Linguistic Programming (NLP) into 3 parts, namely: neuro, linguistic, and programming. Neuro refers to the brain or mind, how to organize mental life (Passmore & Rowson, 2019). Linguistic is about language, how to use language to create meaning and its influence on the mind and life (Kotera & Sweet, 2019). Programming is about the sequence of mental processes that affect behavior in achieving certain goals, and how to modify mental processes (Drigas et al., 2022).

Neuro-Linguistic Programming (NLP) can be used to evaluate and diagnose the articulation and production of language sounds by mental agitation to understand the sounds of spoken language (Naha, 2018). Neuro-Linguistic Programming (NLP) is effectively applied as a

form of treatment to overcome speech disorders by changing internal representations, using positive language, and changing submodalities in the mind (Nompo et al., 2021). Furthermore, Neuro-Linguistic Programming (NLP) utilizes the subconscious to help improve word pronunciation and understanding of language context with techniques by visualizing and providing references to objects observed and heard (Hedayat et al., 2020). Previous studies have shown a different, but relevant context for developing speech therapy models. Previous research has only examined the effectiveness of Neuro Linguistic Programming (NLP) as a form of treatment to treat speech disorders. This research developed a speech therapy model based on Neuro Linguistic Programming (NLP). This research aims to produce a feasible and effective Neuro Linguistic Programming-based speech therapy model product.

METHOD

The type of research used is Research and Development (R&D), which is the type of research used to produce certain products, and test the effectiveness of these products (Sugiyono, 2013). In this study, researchers used the Borg and Gall development model to develop a Neuro Linguistic Programming (NLP)-based language therapy model. The Borg and Gall development model consists of ten product development steps (Ansori, 2020), namely: research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational field testing, final product revision, and dissemination. But the study used only four steps. The steps are: (1) research and information collecting, (2) planning, (3) developing preliminary form of product, and (4) preliminary field testing.

The field test was conducted involving 12 deaf people with an age range of 2-7 years at SLB Negeri 1 Makassar. Field trials of language therapy models based on Neuro Linguistic Programming (NLP) were carried out using one group pretest-posttest design experiment design. The determination of test subjects was carried out by total sampling technique.

Data collection instruments, questionnaires, expert validation and speaking ability tests.

Feasibility data of speech therapy models are obtained from the results of expert validation. A total of two speech therapists were involved as validators. Each expert validates the speech therapy model from the feasibility aspects of supporting theory, feasibility of orientation and purpose, feasibility of reaction principle, feasibility of therapeutic procedures, feasibility of support systems, and feasibility of implementing therapy. Data on the effectiveness of the speech therapy model obtained deaf speech skills in pretest and posttest field trials.

The expert validation data were analyzed using descriptive statistics and deaf speaking ability data using inferential statistics paired sample t-test. The success indicators of the study are: the speech therapy model is declared feasible if the total average expert validation results are in the range (0.40 – 0.80) and the speech therapy model is declared effective if the GIS (p) < 0.05.

RESULTS AND DISCUSSION

Research Results

The presentation of the results of this study is divided into two parts, namely: (1) the process of developing a speech therapy model and (2) the effectiveness of the speech therapy model. The description of each section is presented as follows.

Processes and Product Development Results of Speech Therapy Model Based on Neuro Linguistic programming (NLP)

The process of developing a speech therapy model at each stage of development is described as follows. First, data collection. Data collection activities are carried out to find out and explore existing speech therapy models published in national and international journals and speech therapy books. The problems explored in data collection, namely (1) speech therapy models that are carried out now, (2) standard procedures for speech therapy operations, (3) speech therapy implementation techniques, (4) the role of therapists in the implementation of speech therapy, (5) obstacles experienced by the deaf in oral language, (6) forms of measurement of speech ability of deaf children, and (7) follow-up speech therapy.

Second. Planning. The activity carried out at the planning stage is to design the components of the speech therapy model. The design results of the components of the speech therapy model, namely (1) Introduction. (2) Standard operating procedures. (3) Therapeutic techniques (4) Measuring instruments. Third, the development of a speech therapy model. Activities carried out at the development stage are the preparation of speech therapy model feasibility validation sheets and speech therapy model books. Indicators set to measure the feasibility of language therapy models, namely supporting theories of model development, orientation and goals, reaction principles, therapeutic procedures, support systems, and therapy implementation.

The speech therapy model book consists of 4 Chapters, namely: (1) Chapter I Introduction. The introductory section contains a brief

description of the relevance of Neuro Linguistic Programming (NLP) to speech therapy. (2) Chapter II. Standard operating procedures. The standard operating procedure section contains procedures for implementing speech therapy consisting of: pre-interaction, orientation stage, termination and documentation. (3) Chapter III. Therapeutic techniques. The therapy technique section contains a form of speech therapy treatment consisting of: reframing, anchoring, building, and six step framing. and (4) Chapter V. Instruments measuring speech ability. The instrument section contains measurements containing a questionnaire assessment of deaf speech skills after speech therapy treatment.

Fourth, validate the feasibility of the speech therapy model. Eligibility validation is carried out by two experts. The results of expert validation are shown in the following table.

Table 1. Results of Feasibility Validation of Speech Therapy Model

No	Aspects	Assessment Score		Sum	I-CVI
		Expert 1	Expert 2		
1	Feasibility of supporting theories	1	1	2	2/2 = 1
2	Feasibility of orientation and purpose	1	1	2	2/2 = 1
3	Feasibility of reaction principle	1	0	1	2/2 = 0.5
4	Feasibility of therapeutic procedures	1	1	2	2/2 = 1
5	Feasibility of support system	0	1	1	2/2 = 0.5
6	Feasibility of therapeutic implementation	1	1	2	2/2 = 1
				Σ I-CVI	0,83

Based on Table 1 feasibility assessment of supporting theory shows that the final result given by validators on each indicator obtains an average = 1 (very feasible). The feasibility and objectives of therapy showed that the final result given by validators on each indicator obtained an average = 1 (very feasible). The feasibility of the action principle shows that the final result provided by validators on each indicator obtained an average = 0.5 (feasible). The feasibility of the therapeutic procedure showed that the final result given by validators on each indicator obtained an average = 1 (very feasible). The feasibility assessment of the support system shows that the final result provided by validators on each indicator obtained an average = 0.5 (feasible). The feasibility of therapy shows that

the final result given by validators on each indicator obtains an average = 1 (very feasible). The average total eligibility aspect = 0.83, is in the very decent category (>0, 80). Thus, the speech therapy model based on *Neuro Linguistic Programming (NLP)* is declared very feasible to be used to improve the speech ability of the deaf.

Effectiveness of Speech Therapy Model Based on *Neuro Linguistic Programming (NLP)*

Test the hypothesis in this study, using a t-test. Hypothesis testing with t-test aims to test the effectiveness of speech therapy models based on neuro linguistic programming (NLP). Data on the effectiveness of the Neuro Linguistic Programming (NLP)-based speech therapy

model was obtained from the pretest and posttest results of deaf speech skills.

Before the t-test, deaf speaking data on the pretest and posttest were analyzed for

normality and homogeneity. The normality test is performed with the Lilliefors statistical test (Kolmogorov-Smirnov). The results of the normality test are shown in the following table.

Table 2. Deaf Speaking Normality Test on Pretest and Posttest

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	<i>Statistics</i>	<i>Df</i>	<i>Sig.</i>	<i>Statistics</i>	<i>Df</i>	<i>Sig.</i>
<i>Pretest</i>	.19	12	.20*	.84	12	.32
<i>Posttest</i>	.20	12	.10*	.88	12	.99

Table 2 shows that the results of the deaf speech normality test on the pretest obtained sig (p) = 0.20 and sig (p) on the posttest = 0.10. This shows that the sig (p) pretest and posttest > 0.05. Based on the results of the normality test, it is stated that the ability to speak deaf in the pretest and posttest is normally distributed.

Test the homogeneity of deaf speaking ability on pretest and posttest with statistical test of homogeneity of variances provided that if the significance of sig (p) > 0.05, then the data is declared homogeneous. Conversely, if the significance of sig(p) < 0.05 then the data is declared inhomogeneous. The results of the normality test are shown in the following table.

Table 3. Deaf Speaking Homogeneity Test on Pretest and Posttest

<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
3.21	1	22	.087

Table 3 shows that the test results of homogeneity of deaf speaking ability in pretest and posttest are declared homogeneous because sig (p) = 0.087. This indicates that sig(p) > 0.05. Furthermore, U ji-t is performed using paired

samples t-test provided that if the sig (p) value > 0.05, then the hypothesis is declared accepted. Conversely, sig (p) < 0.05, then the stated hypothesis is rejected. The results of Uji-t are shown in the following table.

Table 4. Paired T-test of Deaf Speaking Ability on Pretest and Posttest

<i>Paired Sample Test</i>								
<i>Paired Differences</i>								
	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>		<i>t</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>
				<i>Lower</i>	<i>Upper</i>			
Pretest-Posttest	70.79	10.08	2.058	66.53	75.05	34.38	23	.023

Table 4 shows that the paired t-test results, sig (p) = 0.023 < 0.05. Based on these results, it was found that there was a significant difference between the pretest and posttest scores of deaf speaking ability. Thus, the speech therapy model based on Neuro Linguistic Programming (NLP) is declared effective for improving the speech ability of the deaf.

Discussion

Based on the description, the results of the study show that the development of a speech therapy model based on Neuro Linguistic Programming (NLP) is declared effective. This speech therapy model was developed based on initial data collection, planning, model development, and model feasibility testing. The data collection stage has obtained information

related to the form of deaf language disorder. For the development, an assessment was obtained that met the feasibility aspects in using a speech therapy model based on Neuro Linguistic Programming (NLP) so that it was suitable for use for deaf speech therapy.

Substantially, the Neuro Linguistic Programming (NLP)-based speech therapy model has characteristics that can improve the speech ability of the deaf. The main characteristics that characterize and at the same time distinguish this research product from other research products are: standard operating procedures for speech therapy, speech therapy techniques, and instruments for measuring speech ability. Operational procedures of speech therapy consisting of pre-interaction, orange stage, termination and documentation. Therapy techniques contain forms of therapeutic treatment consisting of: reframing, anchoring, building, and six step framing. While the instrument contains measurements containing a questionnaire assessment of the speech ability of the deaf.

In the context of speech therapy for the deaf, the use of Neuro Linguistic Programming (NLP) can provide a stimulus to help the deaf recite the proper vocabulary of what is seen, heard, and felt. This is in line with the results of Satbek & Akynova's (2019) research which states that Neuro Linguistic Programming (NLP) helps deaf people connect vocabulary with objects well through words that are repeatedly boosted, control and reduce anxiety when speaking. This shows that the speech therapy model based on Neuro Linguistic Programming (NLP) can be used in speech therapy because it is supported by visualization techniques, auditive relaxation. This finding confirms the results of research by Koeritzer et al (2018) that increasing the ability to speak optimally, speakers are given treatment to remember and hear vocabulary better, build associations between certain words and the visualizations they see in their minds, and relieve anxiety that can interfere with the ability to speak.

Speech therapy based on Neuro Linguistic Programming (NLP) can improve the ability of the deaf to understand the meaning of the city of words heard. These findings indicate that speech therapy based on Neuro Linguistic Programming (NLP) is effectively used to help deaf people receptive language acts. According

to Haliza et al (2020), speech therapy can help improve deaf receptive language skills through exercises that focus on hearing and vocabulary comprehension.

Speech therapists can use vocabulary recognition techniques through pictures, practice listening to sounds and words, and understanding simple instructions (Heriyanti, 2020). This is in line with the results of research by Kim et al (2018) that the use of images by therapists can help improve the understanding of deaf vocabulary by visualizing words that are difficult to understand or abstract to be more concrete. Therapists can use images or illustrations to show objects, activities, or situations connected by words (Hronis et al., 2017). In addition, the results of research by Sulistyowati et al (2022) found that the use of images can also help therapists to build speech skills of deaf children, including the ability to structure vocabulary, sentences and develop new vocabulary. By looking at the images provided by the therapist, the deaf can develop associations between words and images, and understand how words can be used in different contexts (Grove & Woll, 2017).

Speech therapy based on Neuro Linguistic Programming (NLP) can be implemented effectively if supported by standard operating therapy procedures, speech therapy techniques, and speech measurement instruments. This finding is in line with the results of Mukhitdinovna's (2022) research that the success of speech therapy carried out is limited by therapeutic methods used to overcome deaf speech disorders and the implementation of evaluation to measure the improvement of deaf speech skills. In addition, (Keezhatta & Omar, 2019) states that integrasi Neuro Linguistic Programming (NLP) in speech therapy is able to activate the subconscious of the deaf (brain-hax). This allows deaf people to upgrade their memory, senses, communication, mindset and intelligence.

CONCLUSION

Based on the results of the study and discussion of the results of the study, it can be concluded that the speech therapy model based on Neuro Linguistic Programming (NLP) developed has been feasible and effectively used for speech therapy in the deaf at SLB Negeri 1 Makassar. Speech therapy based on neuro

linguistic programming (NLP) is feasible to use because it has met the feasibility aspects of therapeutic implementation. The speech therapy model based on Neuro Linguistic Programming (NLP) is effective because there are significant differences. Improve deaf speaking skills in

pronouncing and understanding vocabulary meaning and reduce anxiety when speaking. Based on this, therapists are recommended to use this speech therapy model to improve the speech ability of the deaf.

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INSERTING READ, ENCODE, ANNOTATE AND PONDER (REAP) STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION

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Abstract. The purpose of this study is to determine whether or not utilizing the REAP technique can help students with reading comprehension, specifically at the literal and inferential levels. By administering multiple choice reading questions as an instrument for the pre-test, treatment, and post-test with one group, the researcher employed a pre-experimental approach to gather data regarding narrative texts. The class IX.9 students from SMP Negeri 9 Makassar served as the study's sample. The results of this study showed that there was an improvement in score following treatment. Based on the paired sample test, where the sig (2-tailed) value is 0.00 0.05, it can be concluded that the use of read, encode, and annotate was successful.

Keywords: REAP strategy, narrative text, reading comprehension

Reading is one of the important aspects of life (Rasita et al., 2021). Reading is an activity to see a text and understand the contents of the text to get information (Abd Majid et al., 2020; Destianingsih & Satria, 2020; Elleman & Oslund, 2019). By reading we can gain a lot of knowledge such as enriching the vocabulary and improving writing and speaking skills by remembering every new word that has been obtained from reading (Afzal, 2019; Bocale, 2020; Nurmala Sari & Aminatun, 2021). There are two types of reading, namely reading aloud and silent reading. Reading aloud is a reading activity using a loud voice (a sound is emitted) so that readers and listeners can hear and understand the contents of the text directly. While silent reading is a reading activity without

sound that requires concentration to understand the information and content of the text, in other word, silent reading focuses on reading comprehension (Lalit et al., 2020; Manurung et al., n.d.; Tusmagambet, 2020).

Comprehension occurs when information from text can be understood according to the capacity of the reader. Comprehension is a person's ability to understand something and after that, it is known and remembered (Katrina et al., 2019). So, it can be concluded that reading comprehension is an activity where a reading is related to the text that students read (Duke et al., 2021; Haerazi et al., 2019; Muhid et al., 2020; Septiyana et al., 2021; Tang et al., 2019). They must describe the message conveyed by the author in their way.

In junior high school, students are expected to be able to know the definitions, characteristics, and language features of various types of texts such as narrative, recount, descriptive, procedure, and report. In fact, there are still many students in Indonesia who have difficulty understanding texts, especially English reading texts. The same thing happened to the nine-grade students of SMP Negeri 9 Makassar. Based on interviews and observation with English teacher in class IX, the researcher found that the core difficulties experienced by students in reading comprehension were: 1. They have difficulty understanding unfamiliar words in the text because of the low vocabulary of the students, and 2. Students' lack of interest in reading, while reading activities are closely related to reading interest itself, without interest students will not be interested in reading.

The principle of reading comprehension emphasizes more on the reader's understanding. Each individual's reading comprehension ability is different. Some factors can affect the level of students' reading comprehension ability. Previous research has defined several sources of personalized reading comprehension levels which partly determine the success of the comprehension process. These differences include working memory systems, vocabulary, and prior knowledge. Prior knowledge is very important because of its power to facilitate the understanding process (which of course must be overcome if there is a misunderstanding in previous knowledge, or revision of knowledge).

Depending on the kind of text being read and the reader's reading goals. The levels of reading comprehension divided into: 1) The Literal Level: Reading to comprehend or remember the information that is specifically stated in a text. This level focuses on reading, hearing words or seeing pictures contained in the text. 2) The Inferential Level: It requires you to analyze the author's ideas or message before making any conclusions. 3) The Critical Level: This level is about analyzing information. At this level understanding at the literal and interpretive levels is combined, readers are asked to express opinions, draw new insights, and develop ideas. 4) Appreciative Comprehension: Reading to generate any emotional or kind of expression from a text (Pourkalhor & Kohan, 2013).

Based on the definition at each level, the researcher will two levels of reading comprehension, there are literal comprehension and inferential comprehension, because it is at these two levels that students at SMP Negeri 9 Makassar suits their abilities. To improve students' reading skills, many strategies that can be used. Strategy is an action used to achieve something desired. The strategy in reading comprehension is how they understand what they read and what they do when they can't understand the reading. Seeing the difficulties faced by students when carrying out reading comprehension activities, the researcher tried to use the REAP strategy to check whether the use of REAP was effective to improve students' reading comprehension skills.

REAP is a strategy to help students read and understand the content of a passage. REAP stands for read, encode, annotate, and ponder. The explanation of the REAP strategy is as follows: 1) Read, in this first stage students are focused on reading the reading text carefully. 2) Encode, determine the main idea or keywords of reading using their language which aims to make it easier for students to get information from the text. 3) Annotate, at this stage students are asked to respond to what has been read by writing back through small notes using their language 4) Ponder, in this final stage students have the opportunity to discuss the results of the annotations they made with their group friends to check whether their annotations are following the contents of the reading text (Horning, 2011).

There are several previous studies that have been conducted by researchers related to applying REAP strategy. The Effect of Read, Encode, Annotate, and Ponder (REAP) Strategy towards Students' Reading Comprehension by Riandi (2019). Furthermore, Research conducted by Hasmianti (2020) The Effectiveness of Using Read Encode Annotate and Ponder (REAP) Technique Toward Students' Reading Comprehension at SMA Negeri 1 Sarudu Kab. Pasangkayu.

Last, The Influence of Using REAP (Read, Encode, Annotate, Ponder) Strategy Toward Students' Reading Comprehension on Recount Text at The Second Semester of The Eight Grade of MTs Al-Mubarak Bandar Mataram in Academic Year 2020/2021 by Oktavia (2021).

After seeing and reading the suggestions and limitations of previous studies, it turns out that there are still some obstacles, such as in research which said that the instrument she uses is still not perfectly used in REAP (Hasmianti, n.d.), other research suggestions, that using the experimental method, so it can be concluded that the difference between previous research and this research lies in the approach and focus of 4 students' reading instruments.

The previous research used a quasi-experimental approach and used different texts such as recount text, descriptive text, exposition text, etc., while this study based on previous research suggestions will try to use a pre-experimental one group pretest posttest. One group pretest-posttest is a research design that contains a pretest, before being given treatment, and a post-test after the treatment is given. Thus, the results of the treatment can be known more accurately, more focused without comparing with other classes and because it can compare with the situation before being given treatment and already being given treatment with narrative text as an instrument because the purpose of this text is to entertain the reader about a story, imply a moral message to be conveyed to the reader.

Narrative text is referred as a text that presents a fictional or imaginary. A narrative text as one of text that can describe events that happened over the period of a few minutes or many years (Sari, 2021). The elements that all common in narrative text are characters, setting, problem and resolution. Narrative text is learned at high school with the aim to amuse them and frequently with the intention give the reader a moral lesson.

According to the statement above, the researcher develops the following research question: Is the use of the Read, Encode, Annotate and Ponder (REAP) strategy effective to improve students' reading comprehension.

METHOD

This research used a quantitative with pre-experimental one group pretest posttest design. It aimed to find whether or not the use of the read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension. The design of this research adopting from Arikunto (2019).

Table 1. Design of This Research Adopting

O ¹	X	O ²
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Where:

O¹: Pre-test

X: Treatment (REAP Strategy)

O²: Post-test

The population in this research were all students of class IX SMP Negeri 9 Makassar, which has 9 classes with a total number of approximately 270 students. The researcher used a cluster random in sampling, the classes were taken randomly by voting and the researcher focused on one class from the target population consisting of 28 students of class IX.9 at SMP Negeri 9 Makassar. The instrument used in this research is a test of reading comprehension. The instrument is in the form of a written test which consists of 20 multiple choice questions about narrative text were adopted from several site, each of which has four answer choices.

The data was collected through several steps: pretest, treatment, and post-test (1) Pretest, the activity in this stage is giving a pretest in the form of a reading comprehension test. The pretest is given to know the students' initial reading comprehension ability. (2) Treatment, this stage is the most important part in this study. At this stage, the researchers conducted treatment by doing reading comprehension learning using the REAP strategy for 4 meeting. (a) Read, the teacher distributes the narrative text that will be read by students and student worksheet, students read silently the readings that have been shared by the teacher. (b) Encode, students being instructed to identifying the elements of the text, students being instructed to identify the text's key topic. (c) Annotate, students being instructed to interpret the key word of the author's words into their own language, students being instructed to explain their understanding about the information of the text in their own words. (d) Ponder, students being instructed to discuss the text and their annotate, students being instructed to share what the students' have read and written and the teacher assesses the students' work. (3) Posttest, this stage is the final stage in the research which aims to determine the extent to which students' reading comprehension achievement is after being treated using the REAP strategy. The

results of this posttest will be used to compare the scores achieved by students before and after the treatment.

The data was analyzed and calculated using quantitative with paired sample t-test statistics by following these steps:

1. Classified the score of the students into the following criteria

Table 2. Criteria Students' Score

	Classifications
93-100	Excellent
84-92	Good
75-83	Fair
<75	Very Poor

2. Scoring the students' answer

$$\text{Score} = \frac{\text{Students Correct Aswer} \times 100\%}{\text{Total Number of Items}} \quad (\text{Gay}, 2006)$$

RESULTS

The findings in this research were collected to find whether or not the use of read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension at SMP Negeri 9 Makassar. The data in this research was from the same students' experimental group and they were given the pre-test and post-test in the form of a written test which consists of 20 multiple choice questions about narrative text. The findings in this research are described as follows:

Classification of The Students Score

Table 3. Classification of The Students Score

No.	Classification	Score	Free- Test		Post-Test	
			P	F	P	F
1	Excellent	93-100	0	0	0	0
2	Good	84-92	1	3,6	9	32,2
3	Fair	75-83	11	39,3	8	28,6
4	Very Poor	<75	16	57,2	11	39,3
TOTAL			28	100	28	100

Based on the table above, showed the classification of students' reading comprehension scores. In the pre-test there were 1 (3.6%) student got good, 11 (39.3%) students got fair, and 16 (57.2%) students got very poor. In the

post-test, there were 9 (32.2%) students got good, 8 (28.6%) students got fair, and 11 (39.3%) students got very poor.

The Data Description

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test	28	35	80	1705	60,89	11.945
Post Test	28	35	90	2130	76,07	11.655
Valid N (listwise)	28					

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std Mean	Error
Pair 1	Pre-Test	60,89	28	11.945	2.257	
	Post-Test	76,07	28	11.655	2.203	

Based on the results of the descriptive analysis data above, a minimum score of 35 was obtained in the pre-test, a maximum of 80 and a

minimum score in the post-test of 55 and a maximum of 90 with a sample of 28 students.

Besides that, the average pre-test score was 60.89 and post-test was 76.07, this means that

there was an increase in the score after getting the treatment.

Table 6. Paired Samples Test

Pair		Paired Differences					
		Mean	Std. Deviation	Std Error Mean	95% Confidence Interval of the Difference	T	Sig. (2-tailed)
					Lower Upper		
1	Pre-Test	-				-	
	Post-Test	15.179	10.407	1.967	-19.214	7.718	.000

The data table above used a paired sample test analysis. The paired sample test is a test used to compare the average between two paired samples, where the paired samples come from the same subject. Decision making occurs especially if the significance value (2-tailed) < 0.05 indicates that there is a significant difference, but if the significant value (2-tailed) > 0.05 indicates that there is no significant difference.

Based on the test results table, we can see that the sig value (2-tailed) is 00.00, which means the significance value (2-tailed) < 0.05 . So, it can be concluded that the use of the read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension at SMP Negeri 9 Makassar.

Hypothesis Testing

Decision making occurs especially if the significance value (2- tailed) < 0.05 indicates a significant difference, but if the significance value (2-tailed) > 0.05 indicates that there is no significant difference. Reject H_0 if $\text{sig} < 0.05$.

H_0 : The Use of Read, Encode, Annotate, and Ponder (REAP) Strategy is not effective to improve students' reading comprehension

H_a : The Use of Read, Encode, Annotate, and Ponder (REAP) Strategy is effective to improve students' reading comprehension.

Based on the results of data analysis, the significant value in this study is $0.000 < 0.005$, thus H_0 is rejected and H_a is accepted. This research was conducted at SMP Negeri 9 Makassar. The population of this study were all 9th grade students with a total of 270 students, while the sample in this study was 9.9th grade students with a total of 28 students. The purpose of this research is to find whether the use of

read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension. The flow of this research is giving pre-test, treatment, and post-test. The researcher gave a pre-test using a narrative text multiple choice instrument of 20 questions, to find out students' initial reading comprehension skills towards English reading. After being given the pre-test the researcher gave the treatment as many as 4 meetings where at each meeting the researcher used the REAP strategy in teaching reading comprehension.

In the results of the research data, the sig value (2-tailed) is 00.00, which means the significance value (2-tailed) < 0.05 . So, it can be concluded that the use of the read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension at SMP Negeri 9 Makassar.

Supported by the researcher mentioned above, it can be seen from the results showing the effectiveness of using REAP. Is the use of read, encode, annotate and ponder (REAP) Strategy is effective to improve students' reading comprehension?

In this research, based on the results of descriptive analysis, the average pre-test score was 60.89 and post-test was 76.07 there was an increase after getting treatment. In the results of the research data, the sig value (2-tailed) is 00.00, which means the significance value (2-tailed) < 0.05 . So, it can be concluded that the use of the read, encode, annotate, and ponder (REAP) strategy is effective to improve students' reading comprehension at SMP Negeri 9 Makassar.

DISCUSSION

Based on the results of this study, the implications are text that has long paragraphs, the results can be said to be unfavorable. This showed that there is a tendency for students to be lazy and only want to read a short text. However, another implication is regarding the increase in student learning outcomes. This indirectly implies that the REAP strategy can be one of the strategies for learning reading comprehension at the literal and inferential levels, so that students who do not understand reading can understand reading in a language they understand.

Seeing from the results of student research confirms that students are quite responsive to a change in the learning process given to them (Cantrell & Hughes, 2008; Churiyah et al., 2020). The previous research showed that The Use of Reading, Encoding, Annotating, and Pondering (REAP) strategy to improve student's reading comprehension (Ahmad, 2019; Sholeh & Osu, 2021; Susanto, n.d.).

The effectiveness of Read, Encode, Annotate, and Ponder (REAP) Strategy toward the students' reading comprehension ability on narrative Text (Aulina, 2018). Using REAP technique can develop the students' reading comprehension (Mutia, 2016). Besides making

texts more meaningful, annotating improves students' attention while reading and makes reading a more active process (Wulandari, Ihsan, & Hayati, 2014).

To improve the students' reading skill, Reading, Encoding, Annotating, and Pondering (REAP) strategy becomes an alternative strategy to be applied in teaching reading (Sholihah, 2017). REAP purpose to develops independent reading skills by encouraging the reader to put the information of the passage into his/her own words (Putri & Hartati, 2019).

CONCLUSION

The findings from this study indicate that the REAP technique can help students in reading comprehension, especially at the literal and inferential levels. The findings show that there is evidence and reinforcement using the REAP strategy. The REAP strategy is effective in increasing students' reading comprehension. This happens because it can bring up the ability to read independently in students. This study also shows that the REAP strategy can bring attention and motivation to students. Nevertheless, this research still shows limitations. On a limited scale, the REAP strategy still needs proper strengthening to show strong significance. In addition, this strategy must be repeated.

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IMPLEMENTATION OF GOOGLE CLASSROOM APPS TO IMPROVE CREATIVE WRITING SKILLS

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Abstract: The purpose of this research is to describe the implementation of the Google Classroom application to improve creative writing skills in students of the PGSD FKIP Unismuh Makassar study program. This research is a quantitative research. The research sample is 30 people. The instruments to be used in this research are: observation notes, questionnaires and performance tests. The data obtained were analyzed using quantitative descriptive analysis using the SPSS 25.0 for windows program. Based on the research results, it is known that there is an increase in creative writing learning outcomes of 23.98%. These results indicate that the Google Classroom application can improve creative writing learning outcomes and improve student performance in online learning.

Keywords: application, google classroom, creative writing

At this time, as a result of the covid 19 outbreak, the use of online learning media and online exams for students and students is highly recommended. Various kinds of online applications that teachers and lecturers can use in online learning. One of the online learning applications is the use of Google Classroom as an e-learning medium and online exams.

Along with the times and the era of globalization which is characterized by rapid development products and utilization of information technology, then the conception of the implementation of learning has shifted to the embodiment of modern learning efforts. Basically, feature Modern development here has

previously been achieved in the development of the world of education and learning, but it is still at the level of software intelligence. This has developed since learning theorists, such as Pavlop, Skinner, Ausubel, Gagne, Bloom, discovered patterns of thinking and conditioning of human learning. However, the sensitivity possessed by humans does not last forever, and learning concepts are born that try to incorporate these intelligence software products into hardware intelligence components that developed after Heinich, Briggs, and Rachev developed the concept of Learning Technology (Ghavifekr, 2018; Tondeur, 2016). Educational Technology is still focused on efforts to produce

procedures human Learning Problem Solving Procedures, however, one of these solutions today has been found, namely internal innovation Information technology-based learning models include animation learning, games learning, computer based learning tutorials.

Basic view of ICT (Technology Information and Communication) were initially simple, that is, they were only created to help speed up everything related to the packaging, transformation, and dissemination and appearance of information (Kafyulilo, 2015). However, if examined further, it turns out that the workings of this information technology are in-depth. For example, in analyzing human behavior, information technology will try to display everything that cannot be seen or heard with the five senses. On the other hand, he also tries to describe what cannot be described with the ability of human concept maps which are still limited by their experience, thus the breadth of experience will be able to be assisted by this analysis of information technology work (Hammi, 2017).

Google Classroom is the most interesting innovation from Google because is a product made for accompany teachers and students in carrying out teaching and learning activities (Wu, 2019; Marlatt, 2019). This application is designed to facilitate teacher interaction with students in cyberspace, especially in the current situation, namely the vandemi period of the corona covid 19 virus outbreak. This application provides an opportunity for teachers to explore their scientific ideas for students. The innovation provided by Google Classroom aims to help create active, effective, efficient and fun learning (Windarti, 2018; Volk, 2017; Al-Marooof, 2018).

Therefore, the researcher chose the object of research, namely students in the 5th semester of the program PGSD FKIP Muhammadiyah University of Makassar in advanced grades of elementary school Indonesian language learning courses. This is possible because the learning has emphasized the online learning system. Thus, the results of the study can show the effect of the use of ICT media on the quality of learning and student learning outcomes.

Thus, the application of the Google Classroom application in improving creative writing skills is a new innovation in the development of human resources in the world of

education. However, the Google Classroom application is not the only model for increasing students' creative writing competence but can be an alternative medium for online learning (Syahrudin, 2019; Day, 2016; Molderez, 2018). Thus, researchers will try to see to what extent the Google Classroom application improves creative writing skills.

The problem is how far ICT has been used by lecturers and students in learning creative writing, how is the online application, what are the obstacles, and what are the patterns of future utilization? This research will discuss the application of Google Classroom as a medium of information and communication technology in learning creative writing in tertiary institutions.

Google Classroom is an application that allows the creation of space class in cyberspace. In addition, this application can become a means of distributing assignments, submitting assignments and even assessing the assignments collected (Wu, 2019; Lee, 2017; Syakur, 2020). With Thus, this application can help make it easier for teachers and students to carry out the learning process in more depth, especially in tertiary institutions. This is because both students and lecturers can collect assignments, distribute assignments, assess assignments at home or anywhere without being bound by time limits or class hours.

The Google Classroom application is actually designed to make interaction easier teachers and learners in cyberspace. This application provides an opportunity for educators to explore ideas knowledge that students have. Teachers have the flexibility of time to share scientific studies and give independent assignments to students. In addition, teachers can also open discussion rooms for Google Classroom online (Syahrudin, 2019). However, there is an absolute requirement for applying Google Classroom, which requires qualified internet access.

The Google Classroom application can be used by anyone who is a member of a class in classroom. The class is a class designed by the teacher that is adapted to the real class or real class at school. Regarding class members in Google Classroom, it's explained that this app uses classes available to anyone with Google Apps for Education, a suite of free productivity tools including Gmail, Documents, and Drive.

In addition, the theoretical study in this study is writing skills creative. Creative writing is different from writing scientific. Some people put creative writing as writing for literature such as poetry, short stories, and so on. Creative writing built from two important elements, writing as a skill and creative as a mentality that tends to create. Writing is a skill to express ideas and ideas in writing. Creative relates to the ability to create. Creative writing can be defined as a writing process that is based on developing creativity and personal expression in the form of good and interesting writing (Cloutier, 2016; Badley, 2019). That is, creative writing emphasizes the active process of someone to express ideas and ideas in an unusual way so as to be able to produce different creations, which are not only good but also interesting.

Creative writing can be a new way of looking at something that blends intelligence and imagination, and that mix which characterizes creative writing. Creative writing is writing in a way different because of the source of the creation of the work creative is basically human life itself. For example, someone experiences the same event but the writing is different. The point is creative writing combines writing skills and creativity possessed by a person. Creative writing places more emphasis on the courage to write and work, or wanting to be involved and involved in creative experiential activities (Febriyani, 2017).

Creative writing tends to combine denotative and connotative word choices. Vocabulary selection in creative writing related to language skills, if using reasoning abilities it will use a choice of words with actual meaning (denotative), whereas if you use feelings you will use a choice of words with figurative meaning (connotative) (Marlatt, 2019; Sulistijani, 2018). Many types of literary writing that continue to develop use this combination of reasoning and feeling, such as prose, poetry, and drama scripts. Genres in prose, poetry, and drama scripts develop along with the times. However, the most commonly found literary writings are prose. Types of literary writing in the form of prose are quite diverse, even with the development of the times there are terms old prose and new prose. Old types of prose include fairy tales, saga, banner stories and folklore, while new prose includes novels, serial stories, romances, and short stories (Sulistijani, 2018;

Pourhosein, 2016; Febriyani, 2017; Lengelle, 2016).

In the current era, people read novels more often because the stories are long and lead them to imagine. In terms of "length", short stories are relatively shorter than novels, although there are also long short stories and short novels (Sayuti, 2007). Even at the tertiary level, students are taught to write creatively, such as writing short stories, poetry, novels, plays, and so on. Language learning has a function as a means to improve thinking skills, express ideas, convey information about an event, and creative is a process of expressing ideas or ideas using written language (Smith, 2020; Bennui, 2016; Jones, 1999; Sulistijani, 2018). Therefore, this study examines the implementation of the Google Classroom application in improving students' creative writing skills.

METHOD

This research is a quantitative research that will examine the application of the Google Classroom application in learning creative writing. The population of this study were all of the fifth semester students of the PGSD FKIP Unismuh Makassar study program who programmed 10 advanced classes of Indonesian language learning courses in elementary school. The research sample is class 5F as many as 30 people consisting of 5 men and 25 women.

Instruments to be used in This research is observation notes, questionnaires, and performance tests. Indicator assessment in the observation instrument or nontes are 1) the activeness of students in responding, asking, and answering questions submitted through the Google Classroom application, 2) the enthusiasm of students in accessing the Google Classroom application as a medium learning, 3) the seriousness of students in learning creative writing online, 4) student courage and self-confidence to write creative writing according to the task given. At this observation stage, the researcher marked a checklist (v) on the observation sheet based on observing the learning process taking place through the Google Classroom application. The criteria for assessing the indicators: - Very good: 85% - 100% - Good: 75% - 84% - Enough : 60% - 74% - Less : 0% - 59%.

Questionnaire data were analyzed using quantitative descriptive analysis in the form of percentages to make it easier to read and understand the data. The sequence of steps taken begins by calculating the acquisition score for each indicator. Then calculate the percentage of answers from each of these indicators. After calculating the percentage of answers for each indicator, then conclusions are drawn on the results of the study. This study uses guidelines from Sugiyono (2013), Arifin (2020) which states that the higher the percentage of respondents, the better the perception of the respondents.

Furthermore, the results of the performance tests are data on students' creative writing skills that are collected, recorded, and tabulated based on the aspects that are used as research variables. Then the data is given its own score to facilitate interpretation. The data obtained were analyzed using quantitative descriptive analysis using the SPSS 25.0 for windows program.

Criteria for the results of the performance test to determine creative writing skills students with four indicators namely very good, good, enough, or less. Students are said to achieve very good grades, if obtain a value range of 85-100, categorized good in the range of values 75-84, moderate category in the range of values 60-74, poor category in the range of values 0-59.

Creative writing skills tests are carried out at the beginning of learning (pretest) and after learning takes place (posttest).

RESULTS AND DISCUSSION

Research Results

Learning Process

Based on observation notes on the process of learning creative writing skills through the Google Classroom application on students show activities as following: (1) the intensive process of growing students' interest in creative writing, (2) the occurrence of a conducive discussion process to determine the building elements contained in creative writing, (3) the intensive process of students choosing the building elements of creative writing according to their imagination , (4) the systematic exposure of students when presenting their work results in the classroom application, (5) the creation of a reflective atmosphere so that students can be aware of deficiencies during the learning process of creative writing and know what to do after the learning process.

The process of learning to write creatively through the Google Classroom Classroom application as shown in table 1 below.

Table 1. The Creative Writing Learning Process Through the Google Classroom Application

Num	Aspects	F	Percentage
1.	The intensive pro process of growing students' interestn creative writing	28	93.33%
2.	The occurrence of a conducive discussion process to determine the building elements contained in creative writing	24	80%
3.	The intensive process of students choosing the building blocks of creative writing according to their imagination	27	90%
4.	Systematic exposure of students when presenting the results of their work in the application Google Classroom	26	86.67%
5.	The creation of a reflective atmosphere so that students can be aware of deficiencies during the learning process of creative writing and know what to do after the learning process	23	76%

Based on table 1 it is known that most students or 93.33% of students have a very good interest in learning creative writing. The second aspect observed relates to the conduciveness of

the discussion process to determine the building blocks of creative writing, as many 24 students or 80% in good category. The third aspect is the intensive student process choosing the building

blocks of creative writing according to their imagination, as many as 27 students or 90% and included in the very good category. The fourth aspect is the systematic presentation of students in presenting the results of their work in the classroom application, as many as 26 students or 86.67% and included in the very good category. Furthermore, the fifth aspect is the awakening of a reflective atmosphere during the reflection activity at the end learning so that students can be aware of deficiencies during the creative writing learning process, as many as 23 students or 76.67% are in the good category.

Student Response

The results obtained from the research questionnaire instrument are presented in the frequency distribution table shown in the table 3. Questionnaire data is analyzed to determine student responses to utilization the Google Classroom application in the learning process in advanced grades referring to Indonesian language learning courses on fourteen indicators which are divided into two categories, namely student acceptance on Google app implementation and performance classroom learning process. Google Classroom is also considered capable of attracting students' attention in learning and allows students to get feedback more quickly.

Table 2. Frequency Distribution of Student Responses to the Google Classroom Application

Num	Indicator	Percentage	Category
1.	Allows you to complete more tasks fast	79	Very Positive
2.	Improving the performance of learning creative	92	Very Positive
3.	Increase productivity in learning creative	85	Very Positive
4.	Very useful in the process of learning to write	95	Very Positive
5.	Ease of accessing the application.	75	Positive
6.	Ease of use as appropriate wanted	50	Negative
7.	Attract students' attention in learning creative	82	Very Positive
8.	Allows students to get feedback more quickly	90	Very Positive
9.	Students enjoy using it in learning creative	75	Positive
10.	Display is very clear and easy to understand	91	Very Positive
11.	Get announcements, materials and task collection becomes more flexible	83 %	Very Positive
12.	Makes it easier for met to store material documents and important tasks	67 %	Positive
13.	Makes it easy to store material documents in	80	Very Positive
14.	Can save time and costs	72	Positive

Apart from that, the Google Classroom display Very clear and easily understood by students. Google Classroom also makes it easy to get announcements, materials and collection of assignments to be more flexible. Google Classroom also makes it easier for students to save material documents and important assignments in real time.

In addition, the research data in the table also shows that students have good responses to the four indicators that are included in the positive category, namely indicators number 5, 9, 12, and 14.

Based on this, students agree that the use of Google Classroom in the teaching and learning process in learning theory courses and its implementation in learning can increase productivity in learning. Google Classroom makes it easy for students to access. Students also enjoy using Google Classroom in learning, and make it easy to store material documents and important assignments, and students think that using Google Classroom can save time and money.

Of the fourteen research indicators, there is one indicator that goes into negative category, namely indicator number 6 "Easy to use Google

Classroom as desired. Based on this, it shows that students disagree with the statement.

Learning Outcomes

Results of creative writing skills students as table 3 below.

Table 3. Results of Descriptive Analysis of Learning Outcomes of Creative Writing Skills

<i>Report</i>	<i>Pretest</i>	<i>Posttest</i>
N	30	30
Mean	69.30	91.16
Range	43.70	53.13
Std. Deviation	9.61	9.90
Minimum	43.80	43.75
Maximum	87.50	96.88
Varians	92.30	97.93

Based on table 3, it is known that the minimum value of students' creative writing skills before the application of media applications Google Classroom is 43.80. Furthermore, maximum value 87.50, average value 60.30, standard deviation of 9.61, and

variance of 92.30. While the minimum value of writing skills creative students after the application of the media the Google Classroom app is 43.75. Furthermore, the maximum value is 96.88, the average value mean 91.16, standard deviation 9.90, and variance 97.93.

Table 4. Characteristics of Learning Outcomes of Creative Writing Skills

Num	Category	Range	<i>Pretest</i>		<i>Posttest</i>	
			<i>Frecuency</i>	<i>Persentase</i>	<i>Frecuency</i>	<i>Persentase</i>
1.	Very Good	85 – 100	2	6,67 (%)	12	40,00 (%)
2.	Good	75 – 84	10	33,33 (%)	13	43,34 (%)
3.	Quite	60 – 74	15	50,00 (%)	4	13,33 (%)
4.	Less	0 - 59	3	10,00 (%)	1	3,33 (%)

Table 4 shows the characteristics of the learning outcomes of creative writing skills at the pretest, there were 2 students or 6.67% who reached the very good category with a range 85-100. The good category with a range of 75-84 was achieved by 10 students or 33.33%. Adequate category with a range of 60-74 achieved by 15 students or 50.00%. The poor category with a range of 0% -59% was achieved by 3 students or 10.00%.

Furthermore, the results of the posttest creative writing skills study, there were 12 students or 40.00% which reaches the very good category with a range of 85-100. The good category with a range of 75-84 was achieved by 13 students or 43.34%. Adequate category with a range of 60-74 achieved by 4 students or 13.33%. And only 1 student or 3.33% is in the less category with a range of 0-59. From these results it can be seen that the average score in the pretest is included in the sufficient category, then increases to a good category in the posttest.

Discussion

Based on the results of data analysis of observation notes in the learning process of students' creative writing skills, it shows several activities with the achievement of the following criteria: (1) the intensive process of awakening students' interest in creative writing with very good criteria, (2) the occurrence of a conducive discussion process to determine the building elements contained in creative writing with good criteria, (3) students choose the building elements of creative writing intensively according to their imagination with very good criteria, (4) the systematic exposure of students when presenting the results of their work in the Google Classroom application with very good criteria, and (5) the creation of a reflective atmosphere so that students can be aware of deficiencies during the learning process of creative writing and know what to do after the learning process with good criteria. This shows that the Google Classroom application shows an

excellent innovation in the learning process of creative writing skills.

The results of the questionnaire show a good response to the indicators included in the very positive category. Very student agree that the use of Google Classroom in online learning to improve creative writing skills, allows students to complete assignments more quickly, improves student learning performance, increases productivity in learning, the use of Google Classroom is very useful in the learning process.

Google Classroom is also able to attract students' attention in learning and allows students to get feedback more quickly. Google Classroom has the advantage of being used as an online learning application because it's easy to access its features, manages assignments properly, files go to Google Drive, makes it easy to review assignments that haven't been sent, and it's easy to see announcements given by course lecturers (Dewanti, 2019).

Research data also shows that students have good and positive responses to the use of Google Classroom in the teaching and learning process in advanced grades of Indonesian Elementary School can increase productivity in learning. Google Classroom makes it easy for students to access learning materials and assignments. Students also enjoy using Google Classroom in learning, and make it easier to store material documents and important assignments, and using Google Classroom can save time and money. However, students still respond negatively to the convenience of using Google Classroom as desired.

The creative writing skills performance test is carried out in two activities, namely pretest and posttest). From the results of the performance test it can be seen that the average score at the pretest is included in the sufficient category, then it increases to a good category at the posttest. The aspects assessed in this performance test include: (1) the suitability of the title with the contents of the creative writing, (2) the completeness of the intrinsic elements which include: theme, characters and

characterizations, plot, setting, language style and point of view, and (3) the use Language. The average value of creative writing skills achieved by students in the pretest was 69.30, while in the posttest students obtained an average value of 91.16. This shows that the average value of students' creative writing skills has increased from pretest to posttest by 21.86 or 23.98%. Thus, the implementation of the Google Classroom application in online learning for advanced elementary Indonesian language learning courses can improve students' creative writing skills.

CONCLUSION

The Google Classroom application can improve creative writing skills in student online learning. The results of the study show that the google classroom application media can increase student interest in creative writing, a conducive discussion process occurs, students can choose the building blocks of creative writing intensively according to their imagination, conducive student exposure in the classroom application, builds a reflective atmosphere in end of learning.

Student responses to the use of the Google Classroom application are that it can improve creative writing skills, complete assignments more quickly, and improve the performance of learning creative writing. Google Classroom is also able to attract students' attention in online learning and allows students to get feedback more quickly from lecturers.

Based on the results of pretest to posttest there was a significant increase in students' creative writing skills. The average value of students' pretest was 69.30, while in the posttest students obtained an average score of 91.16. Therefore, there was an increase of 21.86 or 23.98%. This increase occurred in all aspects of creative writing, namely the suitability of the title with the content of creative writing, theme, use of plot, setting, characters and characterizations, point of view, style of language, and accuracy of language use

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THE INFLUENCE OF SPEAKING SKILLS TEACHING MATERIALS ON STUDENTS' LANGUAGE POLITENESS BASED ON THE MOTHER TONGUE

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Abstract: Speaking skills and mother tongue are strongly suspected of having an influence on language politeness in communication. The study aims to investigate the implementation of teaching materials designed for speaking skills and students' understanding of language politeness based on their mother tongue. This research employs a pre-experimental method to examine the influence of speaking skills teaching materials on students' language politeness, taking into account their mother tongue at Universitas Negeri Makassar. The instruments used were pretest and posttest tests. It is intended to obtain an overview of individual factors, such as mother tongue, that affect the level of politeness of students in everyday communication. The results of the study show (1) that the implementation of speaking skills teaching materials has an influence on increasing language politeness. (2) The mother tongue has an influence on increasing student language politeness. Although the test results for the group of students with Indonesian mother tongue were higher (4.03) compared to the group of students with Makassar-Bugis mother tongue (3.91).

Keywords: speaking skillsteaching materials, language politeness, mother tongue

Language is one of the tools used to communicate, either in the form of speech, writing, or signs based on a system of symbols. Language is also a communication system that includes listening, speaking, reading, and writing (Qibtiyah & Ruhendra, 2013). Learning Indonesian is very important because language is a universal means of communication. With

language, we can convey ideas, feelings, and messages to others.

In general, humans do not realize that using language is a very complicated skill. Language acquisition is a very long process, from when a child does not know a language until he is fluent in it. Therefore, in the development of one's language, the mother tongue is the first step for someone to train their speaking skills and also

their character. The mother tongue is the first language a child acquires from their immediate environment because that language is the first language a child learns and uses in communicating with their environment.

The complexity of understanding the importance of learning the language correctly by Indonesian citizens is evidenced by a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Cooperation and Development (OECD) in 2019 that shows Indonesia's literacy level is at level 60 out of 70 countries. According to the Head of the National Library of Indonesia, M. Syarif, the impact of the lack of literacy in the Indonesian language not only results in a decrease in human resources but also in the level of happiness and, of course, low competitiveness and innovation (Kemdikbud, 2021). Sadly, low literacy also has an impact on the generational character and politeness of the language used. Based on research results and the latest report on the Digital Civility Index (DCI) for 2020–2021, which measures the level of digital politeness of Indonesian users when communicating, it shows that Indonesian citizens rank lowest in Southeast Asia (Katadata, 2021). Responding to this, the Ministry of Education and Culture and Education Lead at Microsoft Indonesia emphasized that they are urgently seeking solutions for politeness among Indonesian language students.

Suggestions for students and students to be polite in using digital media and politeness in their communication that all parties play a role in providing appropriate social, work, and study spaces Ministry of Education and Culture, (2021). One of the skills that can support this is teaching speaking skills, which are one of the more complex language skills.

Speaking skills are a way for students to express ideas, share feelings, and communicate intentions; this is what makes speaking ability an inevitable skill to be trained or taught (Wahyuni, 2015). So, speaking is one aspect of language skills that functions to convey information orally. Speaking skills are very important in developing the self-potential and thinking potential of students, especially Universitas Negeri Makassar students. Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and it

is during this period that the ability to speak and say is learned (Tarigan, 2013). Therefore, to support this, the main thing that needs to be done is to compile and design appropriate teaching materials so that the implementation of learning can be maximally carried out.

Abidin (2013:15) states that based on the objectives of learning Indonesian, communicating effectively and efficiently must follow ethics. So that if this goal is achieved, then there will be no commotion between students when communicating. Therefore, speaking politely according to ethics needs to be trained and accustomed to by all educators and all students. In addition, language politeness refers to all things related to language attitudes.

A person's language attitude can be known from behaviors such as loudness of voice when speaking, attitudes and gestures when speaking, determining when to be silent and ending a conversation, determining when it is his turn to speak, and interrupting. Pronouncing a language is self-involvement in the form of behavior that obeys the rules (John Searle in Sulastriana, 2015). In other words, one's language behavior will also be seen in one's awareness of language norms, careful, orderly use of language, and following applicable rules.

Politeness in one's language certainly cannot be formed by just one factor. Polite language is a character trait that has also been formed from an early age due to the habit of using or hearing the mother tongue in the family environment. In line with research from Yenni, Yusriati, and Sari (2018), which concluded that all parents think that teaching language politeness in the family environment is an urgent and important thing to pay attention to, teaching language politeness to children can be applied in several ways, namely habituation, direction, supervision, and exemplary.

Other studies have concluded that a child's mother tongue is an internal factor in the development of speaking skills both at home and at school. Like research by Ismiani, Mustika, and Sahmini (2020) that shows that the use of the mother tongue affects the development of children's language learning. The use of the mother tongue in speaking skills is a factor in children having difficulty absorbing new vocabulary. So that causes the language priority to be disrupted. Therefore, children usually mix several languages when communicating.

Based on the results of these previous studies, the researcher was inspired to examine the influence of mother tongue on politeness-based speaking skills in everyday communication, guided by politeness-based speaking teaching materials for Makassar State University students. The formulation of the problem in this study is: (1) Does the implementation of speaking skills teaching materials influence language politeness? (2) Does the mother tongue influence the improvement of students' language politeness?

METHOD

This study used a pre-experimental method with a two-group pretest and posttest. The variables in this study consist of independent variables and dependent variables. The independent variable in this study was speaking skills teaching materials as the dependent variable, while the mother tongue variable in this study was an intermediate variable that could affect the independent variables. Researchers used pretest and posttest designs.

Data collection was carried out by administering tests that had been distributed. The survey is intended to obtain an overview of individual factors, such as mother tongue, that affect the politeness level of students in daily communication. The design of this study is explanatory research, namely explaining the causal relationship between the independent variables and the dependent variable.

The population in this study were students at Makassar State University. The population in this study was all students at Makassar State University, consisting of 8 faculties in the odd semester of 2022–2023. While the sample is FBS students, in this case students from the Department of Indonesian Language and Literature Education, There are 36 students

whose mother tongue is Makassar-Bugis. Meanwhile, there were 36 students whose mother tongue was Indonesian.

The sampling technique used simple random sampling. Data collection techniques using pretests and posttests politeness-based speaking skills are speaking skills with a level of politeness after being given lessons using speaking teaching materials to gain knowledge, information, and better changes in language behavior. Where the results of these speaking skills are taken through a research instrument in the form of a multiple-choice test of 40 validated questions. These items had previously been tried out in other classes that were not sampled in this study to determine their validity.

To obtain data on politeness-based speaking skills, guidelines are given in scoring, namely that the most polite answer is given a score of 5, and the one who is not polite is given a value of 1. The characteristics of the instrument are that all items are declared valid with a correlation score of 0.45 to 0.90, and the item discriminating power index is in the range of 0.100 to 0.92, which is included in the categories of impolite, less polite, moderately polite, polite, and most polite.

FINDINGS AND DISCUSSIONS

Findings

The sample of this research was students of Makassar State University in odd semesters. The samples taken were 36 FBS students as the class that would be given treatment. These respondents were in the age range of 20-22 years with heterogeneous speaking skills, that is, there was no superior class in the implementation of learning. This study focuses on treatment in the form of applying language politeness-based speaking skills teaching materials.

Table 1. Recapitulation of Calculation Results Description of Student Data with Makassar-Bugis (Local Language) Mother Tongue

	Pretest	Posttest	Improvement
Average	69.52	73.43	3.91
Highest	85	97	12
Lowest	54	57	3
Median	68.50	71.25	2.75
mode	68	71	3
Standard Deviation	6.025	10.674	4.649

The treatment was given in five face-to-face meetings. Then, at the sixth meeting, a post-test was given to measure the students' speaking ability. After a series of treatment activities, the research data were obtained. The results of the descriptive statistical calculations after calculating the results are shown in Table 1. Table 1 describes the pretest and posttest scores

of groups of students with native language backgrounds, namely local languages, after being enriched through speaking skills teaching materials. It turned out that the average score of language politeness skills from students with a mother tongue (Makassar-Bugis language) increased by 12%, as obtained from the comparison of pretest and posttest values.

Table 2. Output Of The T-Test For Groups Of Students With Makassar-Bugis Mother Tongue (Local Language)

		Mean	Std. Deviation	Std. Error Mean	95% Confidence of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair	Pretest - Posttest	-5.1944	7.2588	1.2098	-7.6505	-2.7384	-4.294	35	.000

Based on the t-test on a group of students with a Makassar-Bugis mother tongue (table 2), the results were sig. (2-tailed) = 0.00, where this value is 0.05, then H_0 , that is, no effect is rejected and H_a is accepted. So it can be concluded that there is a significant difference between the results of the pretest and posttest,

which means there is an effect of using the speaking skill teaching material module in improving student language politeness. Meanwhile, an explanation of the average value of groups of students with a mother tongue (Indonesian) can be found in Table 3.

Table 3. Recapitulation of Calculation Results Description of Student Data with a Mother Tongue (Indonesian)

	Pretest	Posttest	Improvement
Average	70.32	74.40	4.03
Highest	85	98	13
Lowest	54	55	1
Median	71.00	73.00	2
mode	65	77	12
Standard Deviation	7.470	11.106	3.636

From table 3, we can observe that there is a difference between the pretest and posttest scores in the scores of students with their mother tongue (Indonesian), where the posttest scores are higher than the pretest scores after being

given the speaking skills teaching materials. The increase in pretest to posttest scores is 12%. In other words, the speaking skills module improves the language politeness of UNM students.

Table 4. Output of the T-Test Test for Student Groups with an Indonesian Mother Tongue Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair	Pretest - Posttest	-6.9028	7.2129	1.2022	-9.3433	-4.4623	-5.742	35	.000

Based on the t-test in the group of students with a mother tongue (Indonesian) shown in Table 4, the results are sig. (2-tailed) is 0.00, which means 0.05 , then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the results of the pretest and posttest, which means that there is an effect of using the speaking skill teaching material module in improving student language politeness.

Through the results of the research above, in general, it can be concluded that the speaking skill teaching material module has a significant influence on the language politeness of UNM students. Next, we will explain whether there is a significant difference between the posttest scores of the student group with the Makassar-Bugis mother tongue (local language)

and the student group with the Indonesian mother tongue . Based on table 5, it is known that the value of Sig. (2-tailed) is 1.58, which is > 0.05 . As a basis for decision-making in the independent sample t-test, it can be concluded that H_0 is accepted and H_a is rejected, which means there is no significant difference between the posttest scores of the student group with their mother tongue (regional language) and Makassar-Bugis with their mother tongue (Indonesian). Even though when compared, the increase in test results between the group of students with a mother tongue (Indonesian), which was 4.03, was higher than the group of students with their mother tongue (Makassar-Bugis), namely 3.91, the effect was not significant.

Tabel 5. Table Output Independent Samples Test

		Levene's Test for Equality of Variances		t	df	Sig. (2.tailed)	t-test for Equality of Means		95 % Confidence Interval of the Difference	
		F	Sig.				Mean Differences	Std. Error Differences	Lower	Upper
Pretest	Equal variances assumed	3.346	.072	.327	70	.744	.528	1.613	-2.689	3.745
	Equal varianves not assumed			.327	64.241	.745	.528	1.613	-2.694	3.750

Tabel 5. Table Output Independent Samples Test

		Levene's Test for Equality of Variances		t	df	Sig. (2.tailed)	t-test for Equality of Means		95 % Confidence Interval of the Difference	
		F	Sig.				Mean Differences	Std. Error Differences	Lower	Upper
Posttest	Equal variances assumed	.458	.501	-.482	70	.631	-1.1806	2.4475	-6.0620	3.7009
	Equal varianves not assumed			-.482	64.481	.631	-1.1806	2.4475	-6.0627	3.7016

Based on the table 5 it is known that the value of Sig. levene's test for equality of

variances $0.72 > 0.05$, so it can be interpreted that the variance of the data between the pretest

of student groups with Makassar-Bugis mother tongue backgrounds and student group of mother tongue backgrounds (Indonesian) is homogeneous or the same. So that the interpretation of the independent samples test output table is guided by the values in the "equal variances assumed" table, which are known to be sig. (2_tailed) of $0.744 > 0.05$. This value proves that there is an insignificant difference.

Based on the table 6 it is known that the posttest value shows the Sig value. (2-tailed) of $0.631 > 0.05$, then as a basis for decision making in the independent sample t-test it can be concluded that H_0 is accepted and H_a is rejected, which means that there is no significant difference between the posttest scores of the student group with their mother tongue background (regional language) Makassar-Bugis with a mother tongue background (Indonesian). Although when compared the increase in test results between the group of students with a mother tongue background (Indonesian), which was 4.03, was higher than the group of students with a mother tongue background (Makassar-Bugis), namely 3.91, the difference was not significant. This is because the use of mother tongue, especially regional languages, is not widely used in education.

Discussions

Based on the results of the study, it was found that, first, the speaking skills teaching material model can improve language politeness. Judging from the results of the t-test, which show that the sig. (2-tailed) is 0.00, where this value is 0.05, there is a significant difference between the results of the pretest and posttest, which means that there is an effect of using the speaking skill teaching material module in improving student language politeness. These findings are in line with the design and application of speaking skill teaching material models, which is a difficult task for educators because speaking is a complex language. From the findings, it is known that teaching material models with a clear material structure or content and learning flow makes it easier for students to follow learning up to the applicative or practical stage in the field, so that communication becomes more communicative. This finding is in line with Agustina's concept (2017:9) that, in relation to language politeness, it is appropriate

to pay attention to the clarity and regularity of linguistic rules. The use of language rules linguistically, among others, includes the use of sound rules, word forms, sentence structures, and the correct order of meaning so that communication runs smoothly. To find out the model of teaching materials for speaking skills oriented towards improving language politeness, it is necessary to know the appropriate patterns of language politeness beforehand. Politeness patterns include indirect speech, utterances that are said to be different from what is intended (reversed), speech said implicitly, style of language, use of proverbs, expressions, code mixing or switching, and pleasantries. Politeness in language is heavily influenced by social and cultural values. We do not know that something that is polite in our opinion is not polite in other areas. Pranowo (in Agustina, 2017) refers to references in polite language, namely, first, politeness and impoliteness, if: (1) not everyone understands the rules of politeness; (2) there are those who understand the rules but are not proficient in using politeness rules; (3) there are those who are proficient in using politeness rules in language but do not know that they are using politeness rules; (4) Does not understand the rules of politeness and is not proficient in speaking politely.

Second, in the future, polite language users must outnumber those who are not polite through the following principles and realizations: (1) a clear description of the rules of politeness; (2) continuous coaching through various channels (schools, institutional agencies, mass organizations); (3) friendly supervision or control in addition, the design of a polite language education strategy for learning speaking skills is explained by Hidayat & Agustini (2019) so that the speaking skill course is not only a theory but can be an example of student language politeness. The polite language education strategy in the speaking skills course is implemented through three phases: (1) making and agreeing on a commitment to always speak politely in the learning process and daily activities; (2) application, namely, the learning process is supported by conditioning a polite learning climate and the selection of teaching materials that have polite values; (3) discipline in commitment and implementation. Models of teaching materials for speaking skills that are

oriented towards improving language politeness are part of the reconstruction of language learning. In addition to containing character values, grammatical structures that are good and correct both linguistically, pragmatically, and semantically Proper reconstruction of language education needs to pay attention to politeness values and the construction of language learning according to conditions, character, and needs. Factors for superior language learning as an important aspect in achieving the reconstruction of language education include paying attention to the significance of language in life, including language and the quality of learning; language and the quality of work; language and the quality of life; and language education from the perspective of excellence. Then it needs to be synergized or collaborated with appropriate methods such as product-oriented language learning models, learning models that emphasize process significance, and multiple model approaches combining process and product orientation (Suherdi, 2012).

Second, the of the mother tongue can affect the improvement of student language politeness. Judging from the results of the t-test, language politeness increases for students who have a mother-tongue (Makassar-Bugis). It was obtained that the average value of language politeness skills from students with a mother tongue (Makassar-Bugis language) increased by 12% from the comparison of pretest and posttest values. Meanwhile, the politeness of students who have an Indonesian mother-tongue also increased by 12%. Through these data, it is found that the mother tongue is a factor that influences language politeness in learning. These findings are in line with the findings of Ismiani, Mustikan, and Sahmini (2013) that the factors that influence mother tongue in learning are school environment factors, environmental factors where students live, and students' vocabulary being lacking. Therefore, 99% of students use their first language or mother tongue instead of their second language.

The use of the mother tongue is dominated by men, who are used to using the mother tongue in everyday life. Not only that, the language used is less polite and much more influenced by modern language or language from social media. Not all students have mastered the vocabulary that causes code mixing when learning Indonesian. However, after being

given repeated treatment, politeness in language increases. The use of abbreviated sentences is reduced, the sentence structure is regular, and words are not just utterances but can understand and interpret sentences. This is because students during the treatment period are given, directed, and always accompanied so that they always comply with the rules or order in the grammar given for the five meetings. These findings are increasingly supported by Searle's (in Sulastriana) claim that a language is self-involvement in the form of behavior that obeys rules. In other words, one's language behavior will also be seen in one's awareness of language norms, careful, orderly use of language, and following the rules that apply.

Language attitude is essentially a person's reaction to or view of a language, which is shown in their behavior when using it. Language attitudes are related to aspects of loyalty, pride in language, and awareness of language norms. If someone speaks the language by considering these three aspects, it means that they have a positive attitude towards their language, and vice versa. A positive attitude refers to an attitude or behavior that is not contrary to the rules or norms that apply. A positive attitude towards language makes a person always use the right language in the right situation. The correct use of language means the use of language in accordance with Indonesian language rules and in accordance with the language situation. A positive attitude is also shown by being loyal to using their own language without mixing it with other languages (Sulastriana, 2015). Therefore, language attitudes by speakers are also important in improving language politeness. Taking and placing appropriate language attitudes is an aspect so that speaking skills can be controlled.

In addition, Sumaryanti (2017) emphasized that the family environment is a factor that has a considerable influence on children's language development. Because of the environment, children can live their daily lives well without any difficulties in interacting. Stimuli that children get from their environment will affect the development of their language. Stimulation received slowly will affect the child's language development. Stimulus from the closest people, namely parents, will be processed by the child so that the child matures in mindset, action pattern, and speech pattern. Thus, the language of parents or those closest to them, such as friends,

or nowadays, the media that is often watched, becomes the first language learned by children. Therefore, in the same way that speech habits or language politeness can increase, namely by getting closer, repeating the method, and then getting used to it, polite language becomes a habit and not something new or strange to do.

CONCLUSION

Based on the research results that have been described, it can be concluded that: the implementation of speaking skills teaching materials improves language politeness. This can be seen based on the t-test in the student group with the local mother tongue (Makassar-Bugis), where the results are sig. (2-tailed) = 0.00 0.05, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the results of the pretest and posttest, which means that there is an effect of using the speaking skill teaching material in improving student language politeness. Then, based on the t-test on groups of students with Indonesian mother tongue the results were sig. (2-tailed) = 0.00 0.05, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an

average difference between the results of the pretest and posttest, which means that there is an effect of using the speaking skill teaching material module in improving student language politeness. In general, it can be concluded that the speaking skill teaching material module has a significant influence on the language politeness of UNM students.

Based on sig. (2-tailed) pretest of $0.744 > 0,05$ and posttest of $0.631 > 0,05$, as the basis for decision making in the independent sample t-test, so as a basis for decision-making in the independent sample t-test, it can be concluded that H_0 is accepted and H_a is rejected, which means there is no significant difference between the posttest scores of groups of students with language of Indonesian mother tongue and a group of students from regional mother tongue (Makassar-Bugis). Although the test results for the group of students with a mother tongue (Indonesian) were higher, namely 4.03, compared to the group of students with a mother tongue (Makassar-Bugis), namely 3.91. This is because the use of mother tongue, especially regional languages, is not widely used in education.

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ENHANCEMENT LEARNING AKSI PLATFORM READING LITERACY OF ELEMENTARY STUDENTS

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Abstract: This research is experimental research that aims to find out: a description of the usage platform AKSI (Advance Knowledge and Skills for Sustainable Growth in Indonesia) for learning and improving students' reading literacy. This type of research is called Quasi-Experimental Design using the design Nonequivalent Control Group. The sample in this study amounted to 63 people. Research data collection techniques used are observation, tests, and documentation. Data analysis techniques use descriptive and inferential techniques. The results of the descriptive analysis show that platform AKSI learning was carried out very well and student activity in the learning process was also very good. As for the student's reading literacy skills, the results of the posttest in the experimental class showed a fairly high category of reading literacy ability. Based on the results of inferential statistical analysis, $P = 0.002$ is smaller than $\alpha = 0.05$. Based on this it can be concluded that there is an influence of platform learning from AKSI on increasing reading literacy for class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar.

Keywords: AKSI platforms, literacy, read

The era of the industrial revolution 4.0 was marked by the existence of technology which became an integral part of human life. In the World Economic Forum, it is stated that as many as 65% of children who are in primary school now will later work in a sector of work that did not exist before. This means that humans in the future will apply their knowledge in unpredictable and evolving circumstances (Cannon, 2018). Based on this statement, a movement is needed to realize change based on a new order in the era of the industrial

revolution 4.0 which greatly influences every human being.

One of the provisions or prerequisites for realizing Life Skills 21 is literacy skills, especially reading literacy (Law & Stock, 2017). The reading literacy ability of elementary school students from the start will be a big asset for the development of interest and reading habits. Interests and reading habits can lead to the ideals of the nation (Young et al., 2020). The habit of reading is the key for a nation to progress, to become a culture by being

taught and having a disciplinary process. This habit eventually becomes culture, then becomes civilization.

The literacy rate in Indonesia is still low. Based on the results of the Indonesian literacy assessment seen from the OECD program, namely PISA (Programme for International Student Assessment) which always improves the results of its survey every three years. As a result, Indonesia is ranked 62nd out of 70 countries concerning literacy levels or is in the bottom 10 countries with low literacy levels (Kaltsum et al., 2021). Based on this, culturally Indonesian people do not yet have a high reading literacy culture.

Even with literacy, students can implement learning success and use different sources of information that can make, analyze, and evaluate information correctly (Falconer et al., 2011). The more information that is obtained, the quality of human resources will also increase (Pieterse et al., 2018). YYang & Tseng, (2021) that one of the keys to success in the progress of the country and improving the quality of human resources is through reading. Therefore, it is clear that the development of reading literacy skills of elementary school students from the start is very important to receive attention.

Reading literacy skills can be trained at school, in this case, the teacher plays an important role in instilling students' literacy skills at the elementary school level. Based on the results of a study conducted by (Tangkakarn & Gampper, 2020) it was found that students' low reading literacy was due to the lack of media used by teachers and led to student's disinterest in reading literacy. Instilling reading literacy skills certainly requires quality and diverse facilities, tools, and resources adapted to a 21st-century education.

One strategy that can be used by teachers to generate students' interest in reading literacy is to use appropriate and interesting learning media. (Gedik & Akyol, 2022) say that the learning process will be more interesting with learning media that combines displays with various image and animation features. Images and animations can be developed through technology optimization, one of which is based on learning media digital.

Many ways can be done in the current era to improve students' reading literacy skills,

including by utilizing learning media in the form of learning platforms. The learning platform is an online learning media, namely media that uses a controller as a complement to the needs so that users can access it according to their needs (Yus, 2021). The advantage of the learning platform is that it can be used and carried out independently by students so which is able to improve the student learning experience (Nurdin, 2017). The effectiveness of using platform learning is shown by students being able to access it at any time so that it is considered capable of sharpening students' memories of the lesson they are studying.

Thus, the learning platform is a digital container that can be used by teachers as a tool for carrying out learning. The learning platform contains teaching and evaluation materials that are easy to obtain and use. Learning platforms can be used independently in various places, both at school and at home. One of the learning platforms that can be utilized by elementary school teachers to develop students' reading literacy is the platform AKSI. In this regard, The Director of Middle Education and Special Education Teachers (Kemendikbud, 2022) said that teachers must be able to effectively provide learning that is fun, meaningful, and has an impact on children's absorption, therefore this is independent teaching can provide facilities that can be used by teachers to realize liberating learning.

Platform AKSI learning can be used independently online or offline. Platform It consists of two types of reading texts, namely: (1) informational texts, where readers can obtain facts, data, and information in the framework of developing scientific insights and knowledge, (2) literary texts, where readers are given the experience of obtaining entertainment, enjoying stories, and do contemplation to live up to the problems of life offered by the author. By using platform AKSI, students are not only given reading texts and then read them but contain direct practice when students read texts that are packed with interactive features, colorful displays, and pictures appropriate to elementary school age, so students don't get bored when using them. Apart from being used as digital reading material for students, platform learning AKSI can also be used as an exercise for grade IV students to prepare for the Minimum

Competency Assessment (AKM) because it can train students' thinking and reading exercises. Based on the explanation above, a study was conducted to determine the effect of platform learning from AKSI on increasing reading literacy for class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar.

METHOD

This study uses a quantitative approach (Gergen, 2015). The type of research used is experimental research. The form of experimental research used is Quasi-Experimental Design which involved two classes in the study, namely the experimental class and the control class.

The research design used in this study is Nonquivalent Control Group Design. This study was used to compare 2 classes, namely the experimental class which was given treatment, and the control class which was not given treatment. The research begins by giving an initial test (pretest) to the experimental and control classes. Then the treatment (treatment) is only in the experimental class while the control class usually learns. This research ended by administering a final test (posttest) for the experimental class and control class.

Table 1. Research Design Nonquivalent Control Group Design

Class	Pretest	Treatment	Posttest
R ₁	O ₁	X ₁	O ₃
R ₂	O ₂	X ₂	O ₄

Information:

R₁: Experimental class.

R₂: Control class.

O₁: Pretest experimental class.

O₂: Pretest control class.

O₃: Posttest experimental class.

O₄: Posttest control class.

X₁: Treatment (treatment) by using the platform learn AKSI.

X₂: Without using the platform AKSI.

The population in this study were students of class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar consisting of class IV A (totaling 32 students) and class IV B (totaling 31 students). So, the number of samples used was 63 people. The sampling technique used in this study is

technique non-probability sampling namely technique sampling purposive. Class IV B is used as an experimental class using platform learning AKSI and class IV A was used as the control class. The consideration for taking the subject is that students of class IV B have adequate facilities. The number of students who have cell phones is more than class IV A, so it is considered capable of using the platform AKSI in the learning process.

This research was carried out in two stages, namely the preparation stage and the implementation stage. Data were collected by observation and test techniques. Data collection by observation is by using an observation sheet filled out by the observer to obtain implementation-related data platform AKSI learning by the teacher during learning and student activities during the learning process. While the test is used to collect data both before treatment and after treatment. The tests in this study were written tests in the form of multiple-choice questions, complex multiple-choice questions, matching, short entries, and made descriptions. Documentation is a data collection technique used to collect information to support completeness in research such as pictures of the implementation of the learning process, test sheets, and student attendance lists.

The type of parametric statistics used in this study are independent Sample t-test. Independently, the sample t-test is used to test whether there is a significant difference between the two different variants/groups. For the normality test used test Shapiro-Wilk. The homogeneity of variance test was carried out using the test Levene. The research data were analyzed using the program IBM SPSS Statistic Version 25.

Table 2. Literacy Improvement Categories

Category	Mark
Height	>80,49
Currently	71,15 – 80,49
Low	<71,15

FINDINGS AND DISCUSSIONS

Findings

Following the objectives of this research, three research results will be described, namely:

an overview of usage platform learning AKSI, and increasing students' reading literacy in class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar. The research results are described as follows:

Platform AKSI

The learning process uses a learning media platform learning AKSI in the Indonesian language subject class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar was held in two meetings. Implementation of learning by using the AKSI learning platform is carried out in stages online. This is in line with the short guide to running an Application issued by the Ministry of Education and Culture. platform AKSI learning in the learning process can be implemented in the form of online or offline. Educators are free to determine what they want to use platform learning AKSI in form online or offline. But in use, it must be adjusted to the characteristics of students and the availability of facilities.

The stages of implementing learning are carried out following the steps that need to be considered before using the platform AKSI (according to the learning steps issued by the Ministry of Education and Culture in 2021). The learning steps are preparation, implementation, and follow-up.

Based on the results of good observations of the implementation of learning using the AKSI platform as well as the results of observations of student activities during learning it was found that the results of the percentage of implementation of learning using the platform AKSI go very well. The curiosity and enthusiasm of students to take part in learning by reading texts and when doing assessments seemed very enthusiastic. In addition, students dare to ask if they are not understood. An interesting thing found was the emergence of a sense of empathy between students to help each other if there are students who have difficulty accessing and using it platform AKSI. The results of observing the implementation of learning using the platform AKSI learning can be seen:

Table 3. Learning to Use Platform AKSI

	Teacher Observation		Student Observation	
	Learning 1	Learning 2	Learning 1	Learning 2
Acquisition Score/ Max Score	Nov-15	14/15	Des-15	14/15
Total Percentage	73,33%	93,33%	80,00%	93,33%
Category	Good	Very good	Good	Very good

The data shows that the use of platform learning AKSI in the first lesson its implementation and student activity were in a good category. Meanwhile, in the second study, it was shown that the results of observations of teachers and students increased to 93.33% (very good category).

Increasing Students' Reading Literacy

The description of students' reading literacy skills is based on the results of descriptive analysis of the data pretest experimental and control class. The results of the descriptive analysis of the data results pretest experimental and control classes can be seen in Table 4.

Table 4. Descriptive Analysis Results Pretest Reading Literacy Ability

Descriptive Statistics	Statistical Value	
	Experiment Class	Control Class
Number of Samples	32	31
Lowest Value	47	41

Continued Table 4.

The Highest Score	76	82
Rates (Mean)	58,94	61,55
Standard Deviation	8,890	12,061

Based on Table 4 does not show a significant difference in the initial conditions of reading literacy levels between the experimental class and the control class. Thus, the mean value

and standard deviation between the experimental class and the control class are almost the same. The data frequency percentage of results pretest experimental and control classes can be see:

Table 5. Percentage of Frequency of Outcome Data Categories Pretest

No	Interval Value	Category	Experiment Class		Control Class	
			Frequency	Percentage	Frequency	Percentage
1.	> 80,49	Height	0	0%	1	3%
2.	71,15 – 80,49	Currently	5	16%	10	32%
3.	<71,15	Low	27	84%	20	65%
Amount			32	100%	31	100%

The data shows that the results of the pretest reading literacy skills in the experimental class and control class were dominated by students who were in the low category in terms

of reading literacy, namely 75% of 63 students. As for the data analysis results from the posttest, the reading literacy skills of experimental and control class students can be seen below:

Table 6. Descriptive Analysis ResultsPosttest Reading Literacy Ability

Descriptive Statistics	Statistical Value	
	Experiment Class	Control Class
Number of Samples	32	31
Lowest Value	71	59
The Highest Score	94	94
Rates (Mean)	84,50	78,23
Standard Deviation	6.658	8,853

These data indicate that there are differences in the level of reading literacy skills between the experimental class and the control class. This can be seen in the average value of the experimental class of 84.50 which is higher

than that of the control class of 78.23 which has a difference of 6.27. While the percentage of data frequency from the results of posttest experimental and control classes can be seen in Table 7.

Table 7. Percentage of Frequency of Outcome Data Categories Posttest

No	Interval Value	Category	Experiment Class		Control Class	
			Frequency	Percentage	Frequency	Percentage
1.	> 80,49	Height	26	81%	15	48%
2.	71,15 – 80,49	Currently	6	19%	13	42%
3.	<71,15	Low	0	0%	3	10%
Amount			32	100%	31	100%

Table 7 shows that the results posttest the literacy skills of the experimental class and control class students were dominated by students who were in the high category in terms

of reading literacy, namely 65% of 63 students. The comparison of students' reading literacy skills between the experimental class and the control class can be seen in Table 8 below.

Table 8. Comparison of Average Values Pretest and Posttest

Class	Pretest	Posttest
Experiment	58,94	84,5
	Low	Height
Control	61,55	78,23
	Low	Currently

From the results of this analysis, it can be concluded that a significant change in value occurred in the experimental class from the low category to the high category with an increase of 25.56. Whereas in the control class, there was no significant change in the value pretest and posttest in the low category it only reached the medium category with an increase in value of only 16.68.

This research about the use of platform learning AKSI to increase reading literacy of class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar was carried out by a hypothetical test, first carried out an assumption test, namely the normality test and homogeneity test. Normality test pretest and posttest the results of reading literacy skills in the

experimental and control classes were used as a test Shapiro-Wilk with the results of all data normally distributed. Furthermore, the homogeneity test between the pretest and posttest experimental and control classes using test Levene's. The results show that the two data are homogeneous.

Then do the test independent sample t-test pretest experimental class and control class to test the results pretest experimental class control class. Data is categorized as having a difference if the significance is <0.05 . Conversely, if the significance value is > 0.05 , the data is said to have no difference. Test results independent sample t-test pretest the experimental class and the control class can be seen in Table 9.

Table 9. Data Platform Learning AKSI To Increase Reading Literacy Of Class IV UPT SPF SDN Unggulan Mongisidi 1 Makassar

Data	t	df	Say (2-tailed)	Information
Pretest Class				
Experiment	-980	61	0,331	$0.331 > 0.05 =$ no difference and class control

Obtained test results independent sample t-test Sig (2-tailed) from pretest experimental class and control class of 0.331 where Sig (2-tailed) is greater than 0.05. So, it can be said that there was no difference between the experimental class and the control class in students' reading literacy skills before the use of the learning process platform.

To find out the differences in students' reading literacy abilities after being given

treatment or treatment in the form of using platform AKSI in the experimental class in the learning process and do not use the platform in the control class in the learning process was tested independent sample t-test posttest experimental class and class control. Results of the test independent sample t-test mark posttest experimental class and control class can be seen in Table 10.

Table 10. The Data Differences In Students' Eeading Literacy Abilities After Being Given Treatment Or Treatment In The Form Of Using Platform AKSI

Data	t	df	Say (2-tailed)	Information
Posttest Class Experiment	3,186	61	0,002	0.002 < 0.05 = no difference and class control

Table 10 shows that based on the test independent sample t-test mark posttest experimental class and control class that is obtained Sig (2-tailed) of 0.002 < 0.005. Thus, there are differences in the results of students' reading literacy skills between the given experimental classes' treatment or treatment in the form of the use of the platform in the learning process with a control class that does not use the platform AKSI in the learning process. Based on this, it can be concluded that there is an influence of the platform AKSI toward increasing students' reading literacy.

Discussions

Based on the description, the results of the study show that the development of that there is something new, namely international adaptation discourse. Platform AKSI (Indonesian Student Competency Assessment) is a digital-based media. This innovative learning media using the AKSI application on initial data collection, planning, model development, and model feasibility testing. The data collection stage has obtained information related to the form of deaf language disorder. One of the factors that led to an increase in students' reading literacy was due to the use of platform new learning which raises the interest or motivation of students to read. This is following one of the conclusions of the research results that the factors that affect students' reading literacy are high curiosity about facts, theories, principles, knowledge, and information, as well as a more conducive social environment (Kirkwood, 2012). In line with that finding, technology as a digital medium has benefits to motivate elementary school students to learn (Kurt, 2013). The most important benefit of digital media is to increase student learning motivation.

AKSI is a digital reading application developed by the Center for Assessment and Learning, Balitbangbuk, Kemdikbud is a

platform enriched with local discourse and international adaptation discourse (from the PIRLS study). Thus, students do not only feel interested because the discourses presented are discourses related to their lives or local wealth-themed discourses, but students also feel that there is something new, namely international adaptation discourse. Platform AKSI (Indonesian Student Competency Assessment) is a digital-based media in the form of an assessment module that can be operated with a computer or mobile phone which aims to hone the literacy skills of elementary and junior high school students who are expected to have impact on reducing problems emerging in connection with literacy problems so that students are expected to be able to contribute in their environment.

The use of innovative learning media using the AKSI application will assist teachers in conveying subject matter to students. Learning media is needed to channel messages and information in a variety of ways to make it easier for students to understand what is conveyed by the teacher. In this regard, for a teacher, learning media helps the learning process because it can increase students' interest in the learning process so that the level of understanding of students can increase (Bahari, 2022).

Thus, the platform AKSI learning can be used as an effective learning medium to stimulate students' reading literacy skills in an interactive and fun way. Besides being effective, platform AKSI learning can be obtained easily online or offline so that it can be used for a long time. This application can help teachers and parents to stimulate children's language development in reading skills through understanding various interesting discourses and accompanied by practice questions. Not only that, but this application can also be used as basic literacy in children, both reading literacy and digital literacy.

CONCLUSION

Based on the research results that have been done, it can be concluded that the use of platform AKSI in the experimental class was carried out very well according to the steps. In addition, it was found that there was an increase in the reading literacy of students who were taught by using the platform compared to students who were taught not to use the platform AKSI. Conversely, if the significance value is > 0.05 , the data is said to have no difference. So that it can be said that the

experimental class and the control class had no difference in students' reading literacy skills before the use of the learning process platform. In addition, based on the test independent sample t-test mark posttest experimental class and control class that is obtained Sig (2-tailed) of $0.002 < 0.005$. Thus, there are differences in the results of students' reading literacy skills between the given experimental classes treatment or treatment in the form of use of the platform in the learning process with a control class that does not use platform AKSI in the learning process.

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THE REPRESENTATION OF JOKO WIDODO IN THE JAKARTA POST'S ARTICLE: A CRITICAL DISCOURSE ANALYSIS

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Abstract: This study revealed the representation of Joko Widodo as one of the presidential candidates in the 2019 Indonesian presidential election in one of the *The Jakarta Post's* articles. The data was one of *The Jakarta Post's* articles entitled '*Jokowi accuses Prabowo's team for enlisting foreign consultant*'. The theories used in this study were Halliday and Matthiessen's Transitivity (2014) and Fairclough's three Dimension of Critical Discourse Analysis model. The findings have shown positive representations of Joko Widodo. The representations can be seen from the processes used imbued in newspaper discourse. Furthermore, this positive representation can influence voters to determine the selection in the presidential election.

Keywords: critical discourse analysis, representation, transitivity, experiential value, presidential election

A presidential election is one of the important events in each nation worldwide, eventually deciding what the policy will be inside the nation itself, with no exception in Indonesia. In facing the election, some people around the nation would look for the information about the presidential candidates to determine their choices. This search for information could be through online or offline media that use written or spoken language. Discursively speaking, language can be beneficial for a political campaign to create a particular persona and become a deadly weapon according to how the language is used (Fowler, 2013).

In this context, language strongly relates to how ideas are represented and create an

impression on the readers through its textual strategies such as transitivity system used in it. Halliday and Matthiessen (2014) stated that the transitivity system categorizes different type of processes that are identified in language based on how the structures are expressed. The process consists of potentially three points. Those points are predicate, the participants who are involved in the process and circumstances which are associated with the process.

One example of where language can create a particular impression in media is a newspaper article. It has always been considered one of the most excellent mediums to express and deliver someone's perspective. According to Fiske (2010), every word spoken or written has its

hidden meaning and shows the power that reflects community interest. In other words, language use is never neutral in a newspaper article because it carries some hidden meanings containing the issue agendas and public discourses through its power to reinforce the beliefs and shapes people's opinions. Thus, the language in the news media can create a particular discourse, especially political discourse. Discourse itself is defined as a term to describe how people in society use language. Mills (2004) stated that discourse is the form of language used inside the social practice and part of social interaction.

Accordingly, based on the explanation above, in this research, the researchers aimed to identify how one of *The Jakarta Post*'s articles represented Joko Widodo as one of the presidential candidates in the 2019 Indonesian presidential election. In Indonesia, the *Jakarta Post*, established in 1983, is one of Indonesia's English newspapers that provides content and services in line with its role as mass media in the country. Furthermore, the researchers formulated the following questions:

1. In what ways is the transitivity system used in the selected *Jakarta Post*'s Article?
2. What are the representations of Joko Widodo portrayed from the transitivity system used?

The researchers then utilized the Critical Discourse Analysis (CDA) approach to answer those questions. The CDA approach views language as a contribution to reality production and is used to display the undiscovered ideologies or messages existing in the plain text (Ulum, 2016). In addition, the approach can also identify how a particular object or person is represented (Asidiky and Puspa, 2020). Furthermore, van Dijk (2008) and Fairclough (2013) argue that CDA focuses on the relationship between discourses and power, dominance, and social inequality. This approach views how discourses create and maintain these relations of domination and inequality.

Several previous studies discuss the same topic with a critical lens on how mass media, especially their articles, represented figures in the Indonesian political contexts. Firstly, Sulistyanto et al. (2018) focused on describing the discourse fight campaign of the Indonesian presidential election in 2014 and the impact of the mass media as the public column. Secondly,

Rahardi et al. (2020) investigated how Indonesian presidential candidates are represented in *The Jakarta Post* and *Jakarta Globe* after the 2nd and the 4th presidential debate to find out the hidden ideology based on the representation of each candidate. Thirdly, Asidiky and Puspa (2020) analyzed how hoax news headlines published on www.turnbackhoax.id portrayed Basuki Tjahaja Purnama (BTP) as a leader. They found that BTP was represented negatively to provoke and misguide the readers. Fourthly, Dewi et al. (2021) reported how a news article represented Prabowo regarding his appointment as Defense Minister. Lastly, Asfar et al. (2022) analyzed the construction of an online news text that discursively influenced Prabowo's voters to elect Sandi Uno Instead of Anies Bawedan.

Meanwhile, this study is slightly different from previous studies. In the preliminary studies above, the researchers haven't found any reports that focused on Joko Widodo's polarity representation against his competitor, Prabowo, in news texts. Accordingly, this study tried to focus on an online news article that portrayed Joko Widodo in polarity representation against his competitor, Prabowo, especially in a news article published by *Jakarta Post*. It also used a transitivity system to determine the polarity. Furthermore, the study was conducted to identify how Joko Widodo was represented through the text, which writer's ideology will influence.

METHOD

In answering the research questions, the researchers applied a descriptive qualitative method along with Fairclough's three dimensions of the CDA model as the analytical approach. Creswell (2017) stated that the descriptive qualitative method helps interpret and rationalize the data naturally. Meanwhile, Fairclough's CDA model has three analytical stages: description, interpretation, and explanation (Fairclough, 1989 & 2013).

Those stages help reveal how media build a particular discourse. However, CDA needs an analytical tool to interpret hidden ideologies. In this research, the analytical tool used is the transitivity system stated by Halliday and Matthiessen (2014). The transitivity system categorizes different types of processes identified in language based on how the

structures are expressed. In addition, this transitivity system could seek ideologies inside the selected article through the analysis of vocabulary, transitivity, animate or inanimate objects, and figurative speech.

Moreover, the researchers carried out two main steps in the analysis process: transitivity analysis and critical interpretation. In the first step, discussed in the finding section, the researchers analyzed the data using transitivity system theory to identify the distribution of processes, participants (agent and patient), and circumstances in the article. In the second step, discussed in the discussion section, the researchers interpreted those distributions critically to analyze the representation of Joko Widodo as a presidential candidate to conclude that the findings bring a new sense and create new insight into society and current development.

Meanwhile, the news article used as the data in this research entitled '*Joko Widodo accuses prabowo's team for enlisting foreign consultant*'. The article is still accessible on <https://www.thejakartapost.com/news/2019/02/04/jokowi-accuses-prabowo-camp-of-enlisting-foreign-propaganda-help.html>. This article has been selected because it discussed two Indonesian presidential candidates at once related to foreign party involvement. The article was taken from *The Jakarta Post* news website.

FINDINGS AND DISCUSSIONS

Findings

After analyzing data, the researchers found that the processes and participant types became the key to determining how The Jakarta Post represented Joko Widodo as one of the presidential candidates utilizing Halliday's and Matthiessen's Transitivity System (2014). The following are the findings.

The researchers have identified the domination of particular processes. The following table is the list of them used in the article.

Table 1. Transitivity Types of Processes Findings

Type of Processes	Number of Appearances	Percentage
Material	30	35.72%
Mental	9	10.72%
Verbal	26	30.95%
Relational		
a. Attributive	10	11.90%
b. Identifying	8	9.52%
Existential	1	1.19%
Behavioral	0	0
Meteorological	0	0
TOTAL	84	100%

Table 1 above shows that the *material process* appears 30 times or 35.72% of the article. It is followed by *the verbal process*, which appears 26 times or 30.95%. Vergara (2015) explains that the *verbal process* symbolizes a particular participant's response or argument. After the *verbal process*, the *relational attributive process* occurs 10 (ten) times. Furthermore, the *article's mental process* appears 9 (nine) times. Another process is *the relational identifying*, which appears 8 (eight) times or 9.52% of the text. The last is the *existential process* which only occurs once in the article.

Table 2. Transitivity Participants Findings

Type of Participants	Number of Appearances	Percentage
Actor	14	11.02%
Sayer	22	17.32%
Senser	5	3.93%
Carrier	9	7.08%
Token	8	6.29%
Goal	27	21.25%
Target	4	3.14%
Verbiage	7	5.52%
Recipient	1	0.78%
Phenomenon	6	4.72%
Value	8	6.29%
Attribute	10	7.87%
Attributor	1	0.78%
Existent	1	0.78%
Assigner	3	2.36%
Inducer	1	0.78%
TOTAL	127	100%

Table 2 depicts the findings of *the types of the participant* in the article. The first participant found the *goal* that appears 27 times in the article. The second is the *Sayer*, with 22

appearances. The *actor* appears 14 times or 11.02%. The *attribute* which appears 10 times. The *carrier* appears 9 (nine) times. Both the *token* and *value* appear 8 (eight) times or 6.29% in the text. The *verbiage* appears 7 (seven) times, and the *senser* appears 5 (five) times. The *phenomenon* appears 6 (six times) or 4.72%. The *target* appears 4 (four) times, and the *assigner* appears 3 (three) times. The last are the *attributor*, *existent*, *recipient*, and *inducer*, which each of those participants only appears once.

Table 3. Transitivity Circumstances Findings

Type of Circumstances	Number of Appearances	Percentage
Cause	2	5.55%
Place	13	36.13%
Accompaniment	3	8.33%
Time	5	13.88%
Matter	1	2.78%
Manner	9	25.00%
Extent	2	5.55%
Role	1	2.78%
TOTAL	36	100%

Table 3 shows the circumstance in the article. The *place circumstance* appears 13 times or 36.13%. The *manner circumstance* of appears 9 (nine) times or 25.00%. The *time circumstance* appears 5 (five) times. Furthermore, the *accompaniment circumstance* appears 3 (three) times. The *extent circumstance* appears twice, or 5.55%. The last is the *role* and *matter circumstance* occurring once, or 2.78% in the article.

Table 4 Affiliated Sayer Distributions

Sayer's Affiliation	Number of Appearances	Percentage
Joko Widodo	15	68.18%
Prabowo	3	13.63%
Others	4	18.19%
TOTAL	22	100%

Table 4 shows the distribution of *sayer* based on their affiliation in the article. The first *sayer* in the article is Joko Widodo which appears 15 times or 68.18%. The second is the *others*. This *sayer* is a neutral affiliated participant who has no relation toward Joko Widodo or Prabowo as presidential candidates in Indonesian presidential candidates. The *others* appear 4 (four) times in the article. The last is

the *sayer* which is affiliated with Prabowo Subianto. This affiliated *sayer* appears 3 (three) times and as the least affiliated *sayer* found in the article.

Table 5 Social Actors Distributions

Social Actors Categories	Number of Appearances	Percentage
The Accuser	24	40.70%
The Accused	15	25.42%
Accusation		
Subject	5	8.46%
Others	15	25.42%
TOTAL	59	100%

Table 5 shows the *accuser* appears 24 times. It is followed by the *accused* and the *others* where each of them appears 15 times. Meanwhile, the *accusation subject* only appears for 5 times. The domination of Joko Widodo's party can be seen from the social actors inside the article which 40.70% of social actors are related to Joko Widodo's party. On the other hand, Prabowo's party only has 25.42% of social actors inside the article.

Furthermore, Joko Widodo's party takes 15 of 22 as *sayer*. Meanwhile, Prabowo only has 3 of 22 as a *sayer*. The domination of *sayer* in the article brings indirect thinking that the article tends to take Joko Widodo's party opinion as the relevant and appropriate opinion since the verbal process can be assumed as a process of opinion delivery.

The *accused* is represented by 8 (eight) *agen*: Jokowi's challenger, Prabowo Subianto-Sandiaga Uno campaign team, former general, Prabowo, Prabowo's team Dhimam Abror as communication and media deputy director of Prabowo's team, and another campaign team.

The *accusation subject* is represented by a foreign political consultant, a foreign consultant, the purported consultant, and the political consultant. At the same time, *other participants* who appear in the text are people, US-based think tank RAND Corporation, US President Donald Trump, the Russian Government, Lyudmila Verobieva as the ambassador of Russia for Indonesia, foreign investors, Russia and Indonesia.

Discussions

In this part, the researchers discussed the second and last stages of Fairclough's CDA model (1989&2013), namely the explanation and interpretation stages that focused on revealing the representation of Joko Widodo as a presidential candidate. The stages could represent each particular object diverse from each newspaper, article, author, editor, and even an institution regarding the objective that each specific writer or speaker aims.

Furthermore, these stages point out the situation and circumstances around the text, creating a correlation between the representation and the real event. The following are this study's explanation and interpretation stages, particularly about how the article represented Joko Widodo which are elaborated from Halliday's and Matthiessen's Transitivity system (2014) found in the findings above.

The Representation of Joko Widodo as a Presidential Candidate

Joko Widodo's positive polarity in the material processes

The article *'Jokowi accuses Prabowo's team for enlisting foreign consultant'* depicts Joko Widodo as the presidential election candidate. It can be seen through the text's experiential value produced by material process clauses.

- (a) President Joko "Jokowi" Widodo has ruffled some feathers
- (b) to take over national assets from foreign investors
- (c) his (Jokowi) challenger in the 2019 presidential election employed a foreign political consultant
- (d) that we (Prabowo's team) use local products
- (e) The accusation caused uproar in the country's political scene

Excerpt (a) uses "has ruffled" as a verb. The participants inside this clause are "President Joko Widodo" and "some feather". Another thing that can be analyzed in this clause is the experiential value. The clause above is a kind of figurative speech. This kind of speech has no literal meaning inside it. According to <https://idioms.thefreedictionary.com>, "ruffle

some feathers" means doing something that annoys, irritates, or upsets other people. It can be assumed that the clause above is similar to "President Joko "Jokowi" Widodo has caused some upsets". Even though the sentence has a similar meaning, the article's author chooses to use figurative speech rather than literal. The editor wants to picture Joko Widodo as having a positive polarity. It can be seen that the use of the word "upset" evokes the readers' sense of negativity.

Meanwhile, the word "some feather" brings a so-so sense. The editor prefers to represent the "upsets" in other words "some feather" which indicates the different values of sense in each word. In conclusion, it can be assumed that this sentence has positive polarity toward Joko Widodo since the use of figurative speech that can be identified in the example depicts an ordinary situation rather than a chaotic situation.

Excerpt (b) is a part of the following complex sentence.

'In his speech on Sunday, Jokowi pointed out that his administration had made efforts to take over national assets from foreign investors who had managed them for decades, such as achieving Indonesian majority ownership of PT Freeport Indonesia (PTFI)'

The excerpt (b) uses "to take over" as the verb. It can be seen from the complete sentence of the example that the actor is the effort that the Joko Widodo administration makes. Another participant inside the sentence is "national assets" as a goal. Meanwhile, "from foreign investor" is labelled as a recipient. Two notions can be explained from the example above. The first one is the use of "take over" and "national assets".

The word "take over" based on <https://www.lexico.com>, means capture or gain possession of by force or military means. The other word, "assets", defines an item of property owned by a particular entity. From those definitions mentioned before, it can be said that the polarity toward Joko Widodo's administration is positive from the Indonesian perspective since the administration takes back the country's property by force without any fear toward the foreign party. Another notion explained in this sentence is the foreign

investor's role. The clause brings a sense of the indirect relationship between those two since "foreign investor" plays the recipient role. It can be concluded that this sentence brings a positive polarity toward Joko Widodo since this clause brings a sense of fearless Joko Widodo and unrelated Joko Widodo to the foreign party.

Excerpt (c) shows the *material process* related to Prabowo's party. The clause uses the word "employed" as a verb. The participants inside this clause are "his challenger" as an actor and "foreign political consultant" as a goal. There are also two notions that can be explained in this clause which would contrast how the experiential value is represented toward each presidential candidate. The first notion that can be identified is the use of word "employed".

According to www.lexico.com, "employ" means giving work to someone and paying them for it. Through the previous explanation, the article's editor seems to evoke the sense of a win-win condition between "his challenger" and "foreign political consultant". However, this sense would create a negative polarity toward Prabowo's team from the Indonesian perspective. Another notion is the "foreign political consultant" role as *a goal* in the clause. As mentioned in excerpt (b), it will bring a sense that shows the direct relationship between Prabowo's team and the foreign party. It can be concluded then this clause brings negative polarity toward Prabowo's party since it also depicts a close relationship between Prabowo's party and the foreign party.

Excerpt (d) is also related to Prabowo's team and takes the word "use" as the verb. Participants in this sentence are actors represented by the word "we" and identified as Prabowo's team and "local products" as the goal inside the sentence. This sentence can be used as a comparison for excerpt (c). The notion inside this sentence is the use of the word "use". According to www.lexico.com, the word means to take, hold, or deploy something to accomplish or achieve something by any means, including force. The editor wants to evoke a negative perspective toward Prabowo's party since the foreign party is paired with a positive verb. In contrast, the local product is paired with a negative verb in the clause where Prabowo's party has power. It can be concluded that this clause would also create negative experiential value toward Prabowo's party for being kind to

the foreign party and being harsh to the local people.

Excerpt (e) takes the word "caused" as the verb. The participants inside this clause are "the accusation" and "uproar". Meanwhile, the "in the country's political scene" plays a role as a circumstance of place. The notion inside this clause is the use of "the accusation". According to www.lexico.com, uproar means a public expression of protest or outrage. Accordingly, the word "uproar" negatively affects the readers. The clause can be concluded to have a negative polarity toward the actor since the experiential value of the word "uproar" is negative. The actor inside the clause is "the accusation", which brings an inanimate entity. The editor of this article prefers to use "the accusation" rather than "Joko Widodo" in the negative polarity clause. The editor of this article seems to remove an animate actor in the clause to create a different persona. This strategy then brings an advantage to making a positive polarity since Joko Widodo is not the one who caused an uproar.

Joko Widodo's positive polarity in the mental Processes

The article that appeared and was collected from The Jakarta Post's website depicts Jokowi as the presidential candidate positively through the experiential value produced by the mental process clause inside the text.

- (f) The camp (Jokowi's party)
was considering
- (g) They (Prabowo's party) don't care

Excerpt (f) is a part of the following sentences.

'Jokowi-Ma'ruf campaign team deputy director for political communication Meutya Hafid said the camp was considering to stop using the term "Russian propaganda" following the objection raised by Ambassador Vorobieva'

It uses "considering" as a verb. Participants inside this sentence are "the camp," referring to Joko Widodo's camp as the senser and the action toward the propaganda as the phenomenon. The notion inside this sentence points positive

polarity toward Joko Widodo's team by using the word "consider". According to <https://www.lexico.com>, consider means thinking carefully about something before deciding. Another notion is the use of a mental process before the material process. This clause will be more effective if the clause is written into: "the camp stops using the term", but the author chooses to add mental process before the material process. The author put mental process before material process to show the relationship between the camp and the foreign party. It indicates an act of rebellion and argumentation toward a foreign party. The mental process will evoke the sense that the camp has the power to agree or disagree with a foreign party. It concludes then Joko Widodo's party has positive credits in this clause.

Excerpt (g) is a part of the following sentence.

"They (Prabowo's team) don't care whether or not the propaganda makes people feel insecure," Jokowi said on Sunday.

The clause uses the word "care" as the verb. The participants involved is "they" which later is identified as Prabowo's team with the role of senser and propaganda abilities which is explained in the rest of the sentence as the phenomenon inside this clause. The notion that shows negativity toward Prabowo's party is the use of negation inside this clause. The phrase "*don't care*" creates a negative sense toward the agent inside this clause. Another notion is the use of animate actors rather than the inanimate actor. The use of an animate actor inside this sentence shows the direct involvement of a human actor. As mentioned before, the mental process cannot be seen from the outside and is abstract, yet this sentence shows certainty toward the clause since the author fully quotes it. In this example, the article's author wants to bring a negative sense toward Prabowo's party.

Joko Widodo's positive polarity in the relational processes

The article also depicts Joko Widodo as the candidate of the presidential election positively through the experiential value contained in relational process clauses.

- (h) Don't accuse me (Jokowi) being a foreign puppet
- (i) that Pak Prabowo is the foreign puppet
- (j) A spokesman of the Prabowo Subianto-Sandiaga Uno campaign team called the accusation made by Jokowi in a recent speech naïve and nonsensical
- (k) the camp did not mean Russia a country or nation
- (l) Jokowi's logic is shallow

In excerpt (h) the verb "accuse" play a role as a relational process since it is the process of labelling Joko Widodo as and foreign puppet. This sentence adds the attributor as a participant inside the clause "you". Meanwhile, the example inside the article is imperative, not declarative. Since the form is imperative, the researcher cannot identify the attributor inside the clause, but still, it is categorized as a relational process. The participants inside this clause are "me (Joko Widodo)" as the carrier and "being a foreign language" as an attribute. The excerpt (h) can be categorized as a relational attributive process. Meanwhile, excerpt (i) relates to Prabowo and is also identified as a relational process. The clause is identified as relational identifying.

It can be seen clearly that both of the excerpts (h and i) are relational process types of clauses, but there is a difference between them. The one with Joko Widodo as the subject uses a relational attributive process, while another excerpt with Prabowo uses a relational identifying process. Clause (h) brings the sense that Joko Widodo is attributed as a foreign puppet. This attribute cannot be seen and proven since this attribute is usually an abstract item. Meanwhile, excerpt (i) evokes the sense that Prabowo is identified as a foreign puppet. This identification, on the other hand, can be proven since the identification exists in the real world. It can be seen that this strategy of writing in the relational process brings image positively toward Joko Widodo and negatively toward Prabowo since Prabowo is legitimated while Joko Widodo is assumed as a foreign puppet.

Excerpts (j) & (k) also show positive polarity toward Joko Widodo's supporters. In example (j) the researchers focus on *the attributor vs the assigner*. The *assigner* is the one who gives identification toward an object or entity, while *attributor* is the one who gives characterization toward an object or entity. The

participant inside this clause "A spokesman" is the *attributor*. Meanwhile, the example (k) shows "the camp" as *assigner*. The author of the article seems to evoke a sense that shows "the camp" which is related to Joko Widodo's party values certain things with facts and can be proven, while "A spokesman" which is related to Prabowo's party, values certain things with only their valuation regardless the fact and anything else. The example shows positive polarity toward Joko Widodo's party and negative polarity toward Prabowo's party since Joko Widodo's party collaborated with fact type of process while Prabowo cooperated with prejudice.

Excerpt (l) shows a similar sense to example (e). This clause is marked by the word "is" as verb. The participants inside the clause are "Jokowi's logic" and "shallow". According to <https://www.lexico.com>, shallow means little depth. It implies the clause has negative polarity toward the agent inside the sentence. The editor chooses to use an inanimate object inside the clause. It is what rather than who. The author wants to erase the involvement of animate object. This clause focuses on "logic" rather than "Joko Widodo". The polarity inside this clause is positive toward Joko Widodo since the shallow one is logic not Joko Widodo.

Joko Widodo's positive polarity in the verbal processes

The selected article which is related to the accusation about involvement of foreign party in *The Jakarta Post's* website depicts Jokowi as the candidate of presidential election positively. It can be analyzed through the experiential value that is produced by verbal process clauses inside the text.

(m) Like Karding, Meutya clarified

(n) Dhimam Abror denied the accusation

Excerpts (m) and (n) show the verbal process inside the article, with each of them related to Joko Widodo's party (m) and Prabowo's party (n). The excerpt (m) uses the word "clarified". Meanwhile, clause (n) uses the word "denied" as the sentence's verb. According to <https://www.lexico.com>, clarifying means making a statement less confusing and more understandable. Meanwhile, *deny* is defined as a state in which one refuses to admit the truth or

existence. The clause that relates to Joko Widodo, which uses "clarified" as the verb, brings positive experiential value. On the other hand, the clause about Prabowo, which uses "denied" as the verb, emerges with a negative experiential value. The article's author wants to evoke positive experiential value toward Joko Widodo's party and negative experiential value toward Prabowo's party since Joko Widodo's party is depicted as an agent who creates a better understanding of a particular issue. In contrast, Prabowo's party is portrayed as an agent who rejects the truth.

Joko Widodo's positive polarity in the existential processes

The last process which appears in the article is *existential*. This process appears once and brings a positive sense toward Joko Widodo.

(o) there was another campaign team playing dirty tricks by disseminating hateful propaganda with the help of a foreign consultant

The excerpt (o) uses the word "there" and "was" as the notion of existential process. The participant inside this sentence is "another campaign team playing dirty trick". To create a better understanding, here is another clause that brings a different sense but have a similar meaning: "there was disseminated foreign consultant hateful propaganda". The clause brings a similar meaning without any circumstances involved, but the author chooses to use the clause as in the article rather than the example clause that researchers mentioned. The author wants to show "another campaign team playing dirty trick" to the reader. This word then evokes a negative sense toward Prabowo's team since the only one Joko Widodo's rival in the election is Prabowo. It also brings a negative polarity toward Prabowo since this clause focuses on a dirty trick embedded inside Prabowo's team.

CONCLUSION

In summary, the article entitled "*Jokowi accuses Prabowo's team for enlisting foreign consultant*" published by *The Jakarta Post* through the process of editorial, had a political

leaning toward Joko Widodo and supported Joko Widodo as a presidential candidate in the 2019 Indonesian presidential election. The article also depicted Joko Widodo positively. Joko Widodo's party also played as the dominant social actor in this text. The positive polarity toward Joko Widodo can be seen in the transitivity system in the excerpts (a), (b), (e), (f), (h), (k), (l), (m), and (o) that contained positive values toward Joko Widodo.

Moreover, this study found that Joko Widodo was depicted as a person with no relation and no fear toward a foreign party. Joko Widodo was also pictured as a great leader who prioritized the state's interests over personal interests and delivered facts as argumentation. Furthermore, the editor of this article tended to erase Joko Widodo's involvement by using the inanimate object in the sentence that has negative polarity toward Joko Widodo and uses good attitude word choice to be paired with Joko Widodo's party. Joko Widodo's domination in the article would also bring an understanding of the main concern in the article.

This domination can be seen through the percentage of social actors in the text. Joko Widodo's party, labelled as the accuser in this study, appears for 40.70%. The article also takes Joko Widodo's party opinion as the majority opinion since the agent of saying process, which frequently occurs in the article after the *material process*, is mostly from Joko Widodo's party. It is clear then that the article used in this study puts Joko Widodo to a higher degree than Prabowo as a presidential candidate. The election itself only put two persons as presidential candidates: Joko Widodo and Prabowo. During the presidential election campaign, there was a lot of fake news and defamatory news about foreign party involvement.

Moreover, the representation of each candidate in the article can be helpful to improve

or worsen a particular presidential event. These strategies to represent the candidates at least affect the election result. The positive polarity aimed at Joko Widodo in the article is used to improve the voting result for Joko Widodo and bring impairment toward Prabowo in the presidential election.

Critically speaking, *The Jakarta Post* supported Joko Widodo as a presidential candidate, stood for pro-democracy, and strongly related to the government. Joko Widodo, at that time, was also an incumbent candidate who diverse groups supported. On the other hand, Prabowo was supported by conservative Muslims in Indonesia.

Besides, the article in *the Jakarta Post* showed the involvement of the foreign party in the political election process as a nasty thing to do. The article delivers the information mainly on the *material process* and the event since the most participant used *goal*, which has a big difference in appearance value from an actor. The article also uses *place circumstances* frequently to enhance the social event by unfolding the place of the event, which creates a sense of factual information and legalizes the information as truth. In addition, both presidential candidates have similar opinions toward the involvement of the foreign party in electoral matters. Even though both presidential candidates have negative views toward the involvement, this article has shown the political leaning toward Joko Widodo since Joko Widodo's party takes the dominant role in the article and has positive experiential value.

In addition, the findings also show that the use of language in the form of discourse that appears in the article plays a powerful tool in constructing reader paradigms toward certain entities. Critically speaking, *The Jakarta Post* seems to construct the readers' mindset to follow the company's perspective in seeing Joko Widodo as a good presidential candidate.

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OPPORTUNITIES AND CHALLENGES OF THE ONLINE LEARNING IN WEST SUMATERA: WHAT STUDENTS SAY ABOUT IT?

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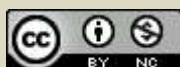
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Abstract: This research is a survey research to find out the opportunities and challenges of online learning in West Sumatra. A total of 227 students were randomly selected from two universities in West Sumatra as research participants. By conducting in-depth interviews, information was obtained about students' views on online learning in West Sumatra. An unstable internet network is a major problem for students to take online learning. Online learning opportunities in West Sumatra, namely: online learning provides benefits because it is more flexible and can be followed anywhere and anytime, students can carry out learning while entrepreneurship or work, and various educational institutions in West Sumatra with their quality have the potential to be able to keep up with the times by carrying out online learning in a more planned and programmed way. The challenges of implementing online learning in West Sumatra, namely: provincial and local governments need to provide internet services widely and reach all regions in West Sumatra, students need to be educated to be able to become independent learners from an early age, teachers need to design accessible learning content by students and must be by the needs of students, and the government needs to make efforts to provide extensive library services that can be accessed online.

Keywords: opportunities, challenges, online learning

The crisis in the education sector is one of the impacts of the spread of COVID-19 that has hit the world (UNICEF, 2020). Nevertheless, learning activities must still be carried out concerning the emergency education approach cycle, namely: prepare, cope, and recover. (World Bank, 2020). The learning system immediately changed from face-to-face learning to online learning or better known as distance

learning. This online distance learning is carried out to increase abilities in knowledge and behavior as a result of mediated experience, limited by distance and time, flexible, participants cannot share the same situation with what is learned, student-centered learning, both synchronously nor asynchronous (King et al., 2001); (Bušelić, 2012). This confirms that in online learning, technology becomes an intrinsic element in the learning system. Technology is

seen not as the ultimate goal of learning but as a solution used to reduce barriers and improve interaction and communication between students and educators (Bozkurt, 2019). Technological readiness and the ability to use various technologies by teachers and students are the main factors for the implementation of quality online learning (Tang et al., 2021).

Massive online learning in recent times aims to continue face-to-face implementation in the midst of the spread of COVID-19 (Qazi et al., 2021) and to stop the spread of COVID-19 (Yulia, 2020). Online learning that was carried out during the COVID-19 pandemic was not easy, especially for educational institutions that were not used to conducting online distance learning. This is felt especially by teachers and students as implementers of education in the classroom. Students as subjects in the teaching and learning process certainly experience various experiences during online distance learning. In connection with this, several studies are described that discuss student perceptions and student attitudes during online learning in various educational institutions in several countries. In an Arab country, students in chemical engineering classes said that they encountered significant technical difficulties during online learning (Ghasem & Ghannam, 2021); For students, online distance learning is carried out to meet their diverse learning needs and to keep up with technological developments. However, they are concerned about time management, motivation, and language skills (Fidalgo et al., 2020). In Georgia, students benefit from online learning although it is not always related to knowledge (O'Malley & McCraw, 1999). In Tanzania, students say that online learning is better than traditional learning due to quality learning content, presentation, and assessment (Messo, 2014). In Ghana, online distance learning is in high demand by married students as they can balance their education and work. However, they are worried about feedback from teachers, lack of learning facilities, and difficulty understanding learning (Osei, 2010). In Uganda, students gave positive ratings of the quality of online learning but gave negative ratings of feedback on assignments and exams, assessment of learning, methods, and presentation of materials, and lack of peer support (Denis & Simon, 2019). In New York, students in online classes are better prepared in

terms of content knowledge, academic performance, fairness, and learning objectives than students in traditional classrooms (Tribunella, 2004). In Morocco, students stated that online learning is no better than face-to-face learning because technical support and training are still needed to use online learning applications (El Firdoussi et al., 2020). In Romania, a number of educational institutions are not ready for online learning to be carried out suddenly using an e-learning platform. Problems arise when the teacher's teaching techniques are not in accordance with the online learning environment and the interaction between teachers and students is classified as bad (Coman et al., 2020). In Jeddah, a supportive and efficient infrastructure for online learning in the COVID-19 era has an impact on the student learning experience (Isman, Dabaj, et al., 2004).

However, the research findings have not specifically discussed online learning from the student's point of view, especially those related to the dualism of the learning system, the ups and downs of online learning, the implementation of online learning, the online learning environment, support for online learning, and students' efforts to improve the quality of online learning. This research was conducted to describe the opportunities and challenges of online learning based on students' perspectives on online learning, especially in West Sumatra, Indonesia.

METHOD

The participants in this study were students from the 2018 2019 and 2020 batches who took online learning at Universitas PGRI Sumatera Barat and UIN Sjech M. Djamil Jambek Bukittinggi. Participants were 227 male and female students who were randomly selected. In addition, participants also came from various majors and fields of expertise, namely: Pendidikan Bahasa dan Sastra Indonesia as many as 96 people, Pendidikan Matematika as many as 44 people, and Ekonomi dan Bisnis Islam as many as 87 people. Universitas PGRI Sumatera Barat and UIN Sjech M. Djamil Jambek Bukittinggi were chosen as research locations because the students studying at the two campuses came from various cities and regencies in West Sumatra.

The instrument used in this study, namely closed interviews distributed via google forms. The questions given to participants amounted to 15 items. The questions given relate to experiences during online learning, between online learning and face-to-face learning, implementation of online learning, online learning environment, support for online learning, and student efforts to achieve effective online learning.

Students fill out questions on closed interview sheets distributed via google forms. Students are given time to answer questions and resubmit their answers. The answers received from 227 students as research participants were analyzed to describe their opinions about online learning they did during the COVID-19 pandemic and the opportunities and challenges of online learning in the future based on an analysis of students' views on online learning, especially in West Sumatra.

RESULTS AND DISCUSSION

Research Results

Students give their reflections on online learning that they carried out during the Covid-19 pandemic. The reflections given by students are grouped into six categories with several sub-categories, namely: experiences during online learning, online learning or face-to-face learning, implementation of online learning, online learning environment, support for online learning, and student efforts to achieve effective online learning.

Experience During Online Learning

During online learning, students generally feel a variety of pleasant and unpleasant experiences. Some unpleasant experiences during online learning that were felt by students were told by Participant 187 below.

During my online learning, I often encountered problems with an unstable internet network. Moreover, learning is often carried out using video conferences, such as zoom meetings. Due to network issues, I frequently go in and out of virtual spaces. I often miss the lecture material explained by the lecturer. The positive side that I get from participating in online learning is that I feel that I can manage my time well, starting from attending lessons,

doing assignments, helping parents, resting, and worshipping. In addition, I gain insight into the technology used for online learning, particularly zoom meetings. (Q01/P187).

The experiences during online learning were also stated by Participants 100 below.

When participating in online learning, I often find it difficult because the internet network in my village is often unstable. I live in the countryside, if the weather is bad and the electricity goes out, internet access in my place also automatically turns off. I often go to the internet cafe to attend lectures so that I don't miss learning. (Q1/P100).

The following experiences related to the availability of learning materials during online learning were complained by Participant 012.

In my opinion, online learning is very unsatisfactory, especially for courses that require face-to-face contact, such as: mathematics, accounting, and macro-economics. I also have trouble getting learning materials. I also can't use the library because it can't be accessed online. (Q1/P012).

Based on this, students in West Sumatra have had pleasant and unpleasant experiences during the implementation of online learning. From the experiences told by students through written interviews, information was obtained about the obstacles and benefits of online learning conducted by students. The problem of online learning that is often experienced by students is the problem of the availability of the internet network. The problem of unstable internet networks is often felt by students in rural areas. The unstable internet network is also affected by weather factors and erratic power outages in the area where they live. Due to the unstable internet network, students cannot attend lectures, either synchronously or asynchronously. Students have difficulty understanding lecture material and are often late in submitting assignments. To be able to attend lectures, students who are in remote areas must go to high places to keep the internet network stable. In addition to the unstable internet network, other factors cause problems in online learning, for example, economic difficulties during the pandemic have caused them to be unable to meet their internet quota needs to attend lectures.

Assignment-based online learning patterns cause undisciplined students to find it difficult to divide their time, sleep patterns are irregular, and assignments often pile up. This results in them not being able to understand learning well because each task given is no longer done optimally. Students also have difficulty obtaining learning materials because not all lecturers provide learning materials that are by the course. Students also said that not all courses can be carried out online. Lectures are generally conducted through video conferencing, causing students to have to look at their cellphones and laptops every day. This has an impact on eye health. Students also feel isolated because they are often alone in the room to attend lectures. In addition, feedback that is often late from lecturers also causes students to dislike online learning even more.

Furthermore, the benefits of online learning that are felt by students are that they do not need to be far from their parents and have more time to gather with their parents, are more enthusiastic about participating in learning because they always get positive encouragement from their parents, can help parents work, are more flexible because lectures can be held anytime and anywhere, can study while working, can add insight about various applications used in online learning, can repeat learning materials provided by lecturers, save expenses, and better ensure health and safety because lectures are carried out from home.

Between Online Learning and Face-to-Face Learning

Between online learning and face-to-face learning, students expressed their likes and dislikes, timing, and responses to changes in the learning system from face-to-face learning to online learning.

First, student assessment of online learning or face-to-face learning. Out of 227 students, 191 people (84.14%) prefer face-to-face learning to online learning. One of the reasons was stated by Participant 020 below.

In my personal opinion, online learning is very ineffective and inefficient. I prefer face-to-face learning in the classroom. During online learning, I felt stiff and nervous in a crowd because I was used to being alone in front of a screen. I don't feel social interaction during

online learning. I don't want to be a generation that looks down and is silent. (Q02/P020).

Another reason that face-to-face learning is better than online learning is stated by Participant 168 below.

In my opinion, I prefer face-to-face learning in the classroom to make it easier to understand the lesson. If you don't understand, you can directly ask the teacher. In online learning, questions asked to the teacher are often delayed in getting a response. Want to ask friends, friends don't really understand. In addition, the collection of tasks in face-to-face learning is easier. If there is a shortage of learning materials, you can immediately look for them in the library. (Q02/P168).

A total of 19 people (8.37%) prefer online learning to face-to-face learning. One of the reasons was stated by Participant 152 below.

In my opinion, online learning is better than face-to-face learning. Especially during the COVID-19 pandemic. During online learning, I can help parents, concentrate more on learning because I am alone in my study room. I also don't need to interact directly with other people and that's one way I can break the chain of covid-19 spread. (Q02/P152).

A total of 17 people (7.34%) did not give a choice about online learning or face-to-face learning. They prefer to follow government regulations. One of them is stated by Participant 055 below.

Both online learning and face-to-face learning both have advantages and disadvantages. I like online learning because I like using the internet and I also like face-to-face learning because I like learning in the classroom. Online learning is often ineffective because of network constraints and the material presented by the teacher is difficult to understand. In my opinion, online learning requires independence in learning. (Q02/P019).

Based on this, students in West Sumatra prefer face-to-face learning because they view face-to-face learning as more effective than online learning. There are many weaknesses of online learning that result in their ineffectiveness in receiving online learning, especially the unstable internet network. In addition, students

are accustomed to carrying out face-to-face learning in the classroom since they are in elementary school to high school. Online learning is something new to students. Facilities for online learning that are still minimal are also a big obstacle for them in implementing online learning.

Second, the effectiveness of timing between online learning and face-to-face learning. From 227 students, as many as 172 people (75.77%) stated that the time management in face-to-face learning was more effective than online learning. One of the reasons was stated by Participant 043 below.

In my opinion, the face-to-face learning time setting is more effective both in learning activities and in terms of working on and collecting assignments. My communication with the teacher and friends also feels more effective, for example in class discussion activities. I can hear various views from friends and information directly from teachers without being hindered by the internet network. On the other hand, discussion activities via video conferencing are often interrupted by an unstable internet network so that I cannot receive information properly. (Q11/P043).

A total of 20 people (8.81%) stated that the time management in online learning was more effective than face-to-face learning. One of the reasons was stated by Participant 016 below.

I think online learning is better. Moreover, the teacher provides lecture materials and structured assignments. Learning can be done anytime and anywhere. During the covid-19 pandemic, I don't have to go anywhere, I can attend lectures from home and that reduces the risk of spreading covid-19. (Q11/P013).

A total of 35 people (15.42%) stated that the time management in online learning and face-to-face learning was equally effective. One of them is stated by Participant 130 below.

In my opinion, face-to-face learning or online learning is the same. Understanding or not with learning, whether or not the time management is effective depends on each of us. Especially in the current pandemic which requires learning to be done online. We must be able to follow all conditions including online learning. As long as you can be

disciplined with time, I think learning in any way can be carried out. (Q11/P130) .

Based on this, students in West Sumatra view that time management in face-to-face learning is more effective than online learning. Online learning is generally assignment-based. Students are asked to be more independent in learning because assignments are often done individually. If students cannot understand learning well, it will affect the work they are doing. As a result of all assignment-based courses, students who cannot manage their time well are actually doing assignments as they are because they have piled up and the deadline for submitting assignments is getting closer. In contrast, in face-to-face learning, students meet directly with the teacher and can ask all things about the learning material to the teacher. In their view, the tasks given are more flexible and more in the form of group assignments.

Third, student assessment of changes in the learning system from face-to-face learning to online learning. Of the 227 students, as many as 24 people (10.57%) stated that they were happy with the change in the learning system from face-to-face learning to online learning. One of the reasons was stated by Participant 051 below.

At first, I was surprised by the sudden online learning, especially since I was just a student. Nonetheless, I feel fine. I can always be close to my family, learn from home, and get used to using various information technology applications in learning that I was not familiar with before. (Q13/P051).

A total of 147 people (64.76%) stated that they were not happy with the change in the learning system from face-to-face learning to online learning. One of the reasons was stated by Participant 022 below.

At first, I didn't have a problem with online learning because of the COVID-19 pandemic. However, as time went on I felt uncomfortable following the lessons. I experienced many difficulties, especially the internet network which was often problematic, so that I was not so maximal in participating in learning. (Q13/P022).

A total of 56 people (24.67%) stated that they had no problem with any learning system,

both online learning, and face-to-face learning. One such statement was made by Participant 073 below.

The sudden change in the learning system, of course, took everyone by surprise because they had to adapt to the learning system and it was not easy. However, anyone must be prepared with all conditions for safety, especially during the COVID-19 pandemic. I have no problem with any learning system as long as it is prepared as well as possible so as not to harm students because not all students come from well-off families. (Q13/P073).

Based on this, students in West Sumatra are mostly dissatisfied with the sudden change in the learning system. Various reasons were put forward. The most acceptable reason is the lack of preparation so that the learning carried out is not optimal. Students need learning activities that are meaningful to them regardless of the learning system applied.

Implementation of Online Learning

Online learning has been carried out massively since the spread of COVID-19. From 227 students, as many as 136 people (59.91%) stated that the implementation of online learning had not met their learning needs. One of the reasons was stated by Participant 203 below.

In my opinion, online learning has not met my learning needs because I have difficulty getting references, especially since the internet network is often unfriendly. (Q04/P203).

A total of 9 people (3.96%) stated that the implementation of online learning almost fulfilled their learning needs. One of the reasons was stated by Participant 037 below.

The online learning that I took almost fulfilled my learning needs. Sometimes I understand, sometimes I don't. Many of the subject matter that I can not fully understand. (Q04/037).

A total of 28 people (12.33%) stated that the implementation of online learning was sufficient to meet their learning needs. One of the reasons was stated by Participant 063 below.

In my opinion, the online learning that I take is sufficient to meet my learning needs. It's just that I need to work hard to increase my

knowledge by looking for other references to understand material that I don't understand due to an unstable internet network. (Q04/P063).

A total of 54 people (23.79%) stated that the implementation of online learning had fulfilled their learning needs. One of the reasons was stated by Participant 212 below.

I feel my learning needs have been met. The proof is that my GPA has not decreased compared to before the online learning was implemented. Moreover, lecturers always send learning modules and structured assignments. I try to study well the given module if I have problems while following the lesson using the zoom application. (Q04/P212).

Students in West Sumatra complain about the implementation of online learning because the unstable internet network makes them not optimal in participating in online learning. In the implementation of online learning, there are several aspects that need to be considered, namely: the platform used, learning content, interaction in learning, achievement of learning outcomes and objectives, and feedback from lecturers. Campuses as higher education institutions have provided online learning platforms, such as e-learning/e-campus. The platform contains learning content that can be accessed by students anytime and anywhere. Lecturers also try to use video conferences to meet face-to-face virtually with students to reinforce the learning being carried out. If they are not constrained by internet access, students can feel that their learning outcomes and goals have been achieved. On the other hand, if they are constrained by the internet network, they do not enjoy learning at all. Finally, their learning outcomes and objectives were not achieved.

In the implementation of online learning, several aspects are of concern, namely: the platform used, learning content, interaction in learning, achievement of learning outcomes and objectives, and feedback from teachers.

First, the platform used for online learning. The devices used by students are generally smartphones and laptops. The platforms used are moodle for e-learning, What app, Google workspace such as: google classroom, google meet, and zoom meeting cloud application. Of the 227 students, as many as 120 people

(52.86%) stated that all applications used in online learning made it easier for them to participate in learning as long as the internet network was stable. As many as 60 people (26.43%) stated that whatever application they used for online learning made it difficult for them to follow the lesson because they did not like online learning. A total of 47 people (20.70%) did not say it was easy nor did they say it was difficult because whatever platform they use in learning will be able to help them as long as there are no internet network problems. If the internet network is constrained, automatic online learning will not be able to be carried out.

Second, online learning content. Students generally use learning content sourced from the internet. Some students also said that the teacher provided modules and assignments that were in accordance with the learning material. Of the 227 students, as many as 141 people (62.11%) stated that they easily understand online learning content. They access learning resources from the internet in addition to getting modules provided by the teacher. Teachers also present material in the form of videos that they can access via YouTube or send through the What app group. As many as 75 people (33.04%) stated that they had difficulty understanding online learning content because for them the information they received directly from the teacher was different from what they got from reading. They complained about the difficulty in getting learning content because not all learning resources on the internet match the learning materials they follow. In addition, as many as 11 people (4.85%) stated that they did not provide statements because for them the learning content was easy to understand and some were not easy to understand. They also stated that receiving information directly from the teacher in a face-to-face classroom is much better than simply reading material online.

Third, interaction in online learning. Students interact and communicate with teachers and peers online using video conferences and social media. Of the 227 students, as many as 102 people (44.93%) stated that the interaction between him and his teacher and colleagues went well because communication was done online both during learning and outside the learning schedule. A total of 60 people (26.43%) stated that the interaction and communication with teachers and colleagues were quite good. In

the learning process sometimes communication is cut off due to an unstable internet network. Furthermore, as many as 65 people (28.63%) stated that their interaction and communication with teachers and colleagues were not good because they found it difficult to understand online learning materials. An unstable internet network is the main cause of lack of communication. Students also complain that text messages sent to teachers and colleagues often do not get satisfactory answers, especially those related to learning materials.

Fourth, the achievement of learning outcomes and objectives. Of the 227 students, 112 people (49.34%) stated that the results and learning objectives had not been achieved because they felt that online learning was not effective for them and they could not understand the learning materials well. A total of 23 people (10.13%) stated that their learning outcomes and objectives were almost achieved because there were learning materials that could be understood and some were not. A total of 42 people (18.50%) stated that their learning outcomes and objectives were quite achieved because they received learning materials from the teacher and did the tasks according to the material provided. As many as 50 people (22.03%) stated that their learning outcomes and goals had been achieved because as long as the internet network was stable they could participate in online learning to the fullest. In addition to getting learning materials from the teacher, they can also listen to the teacher's explanation through video conferences, such as zoom and google meet.

Fifth, feedback from the teacher. Of the 227 students, 156 people (68.72%) said that the feedback provided by the teacher was timely and very helpful for them in online learning if they did not have signal problems. The teacher always provides feedback through e-learning by providing a discussion of the assigned task. The teacher also reinforces learning materials through video conferences, such as zoom. A total of 42 people (18.50%) said that the feedback given was sometimes timely, sometimes not. The feedback given is not timely and does not help them during online learning. Sometimes they understand the material, sometimes they don't. If you ask friends, their friends don't really understand the subject matter. A total of 29 people (12.78%) said that they did not receive proper feedback from teachers

during online learning because they often experienced problems in the implementation of online learning. Teachers use zoom to provide feedback, but they can't be maximally involved in the virtual class because of internet network constraints. They feel dissatisfied with online learning because they do not understand the subject matter at all.

Online Learning Environment

A comfortable and conducive learning environment is one of the factors in achieving learning objectives. Of the 227 students, 17 people (7.49%) said that their online learning environment is very good because it is supported by very good graphic quality, excellent presentation of learning materials through modules and direct explanations from lecturers through video conferences, learning platforms. The online campus provided is very easy to use, and the access speed is also very good. All of this has greatly helped the implementation of online learning during the COVID-19 pandemic. Even though it is done from home, online learning can continue to be followed by students as long as the internet network is stable. A total of 31 people (13.66%) said that their learning environment was good even though not everything was satisfactory, for example the presentation of the subject matter was very good but the unstable internet network constraints made everything feel useless. For them, the key to online learning lies in the availability of a stable internet network because not all students are in urban areas that have a stable internet network. In connection with this, as many as 81 people (35.68%) said that they felt online learning was in the moderate category because it felt unsatisfactory if the internet network was not stable. The quality of the graphics is not good, the presentation of subject matter is not optimal, the online learning platform provided by the campus becomes difficult to use, and the speed of internet access becomes very slow so that it affects the acquisition of information from lecturers and the collection of assignments becomes late. This is felt by students who come from areas where the internet connection is really unstable. A total of 98 people (43.17%) said that the online learning environment for them was not at all good. This shows that most of the students stated that they were not comfortable participating in online learning

because their learning environment was not conducive. Most said that the quality of online learning was not of high quality because of frequent internet signal disturbances. They have difficulty following the learning because the network is not stable.

Support for Online Learning

In implementing distance learning online, students need support from various parties, such as parents, lecturers, campuses/colleges, and supporting facilities. such as the feasibility of a computer/laptop device and a stable internet network. Of the 227 students, as many as 92 people (40.53%) said that they received support from the campus by distributing free internet quotas and internet quotas from the Ministry of Education and Culture. The campus also provides online learning platforms such as e-learning so that they can access learning modules and assignments. All support from the campus helps them in carrying out online learning. Online learning that is done at home also goes well because parents also provide support and motivation to continue to be enthusiastic about completing college. All of this support really helps the implementation of learning as long as the internet network as the key to online learning is available and stable. A total of 95 people (41.85%) said that they don't get internet quota every semester, so they have to buy their own internet quota to keep participating in online learning. To ease the burden on their parents, some of them work while studying. For them, the quota provided has not helped the implementation of their learning. Moreover, they live in areas with unstable internet network. The internet network will automatically turn off if the electricity goes out and the weather is bad. The internet quota provided is limited to a few applications, such as Whats App Group and Zoom meeting cloud. In fact, they also need the quota to access learning materials from Google, such as access to research articles and electronic books. Furthermore, as many as 40 people (17.62%) said that they could not use the existing quota to participate in online learning because the network was unstable. They often miss information and cannot follow the lesson optimally.

Overall, students gave an assessment of the quality of the online learning environment they

had participated in so far. Of the 227 students, 9 people (3.96%) said that the quality of their online learning environment was very good from all aspects including a stable internet connection. A total of 86 people (37.89%) said that the quality of their online learning was good. They only occasionally have internet network problems. When they move to a place that has a stable internet network in their home environment, they can again follow online learning well. A total of 112 people (49.34%) said that the quality of their online learning was in the moderate category because they experienced internet network problems and sometimes economic problems so they could not always provide their own internet quota. Sometimes they can take online learning, sometimes they can't. Furthermore, as many as 20 people (8.81%) said that the quality of their online learning was not at all good because they often did not participate in online learning due to various obstacles, one of which was an internet connection that suddenly died or their smartphone suddenly died because it was not working. All applications can't be opened by the smartphone.

Thus, students in West Sumatra receive online learning support from various parties, such as the government, campuses, lecturers, and parents. From the Government, students get internet quota that can be used to open applications that support learning, such as: zoom, google classroom, and Whats App. From campus, in addition to receiving internet quota assistance, students are also provided with e-learning to make it easier for students to take part in learning. Through e-learning, students can access learning modules, assignments, and can discuss with lecturers and classmates through chat rooms. From the lecturers, students get convenience with the lecturers providing learning modules along with structured assignments. Lecturers also provide opportunities for students to be able to interact and discuss in virtual rooms, such as chat rooms in e-learning, chat using Whats App, and face-to-face virtual via video conference. From parents, students get support by providing a comfortable study space at home, not being required to help with their work, and providing everything they need to support online learning. All the support felt by students because of the stable internet network. On the other hand, all

that support feels useless because the internet network is often unstable.

Student Efforts for Effective Online Learning

In general, students said that face-to-face learning in the classroom is better than online learning because they no longer need to rely on an internet connection. Of the 227 students who were asked about the continuation of online learning, as many as 10 (4.41%) students said that they agreed that online learning would continue because they did not experience significant problems during online learning. They can do many things while studying because flexible online learning can be done anywhere and anytime. as many as 199 people (87.67%) students said they did not agree if online learning continued to be implemented. They feel bored studying at home because they are only dealing with a computer screen. The unstable internet network makes them less willing to learn online. Furthermore, as many as 18 people (7.93%) students said that they would take lessons with any system as recommended by the government. For them, both online learning and face-to-face learning have their advantages and disadvantages. They agreed that online learning was carried out because it was useful for the common interest and to break the chain of the spread of COVID-19. They also agreed that face-to-face learning would be carried out again if the situation had improved.

If learning continues to be carried out due to conditions that do not allow face-to-face learning, students say some efforts they can do to improve the quality of their learning. Efforts made by students to improve the quality of their learning, namely: focused, serious, and have a high curiosity, more diligent and not complaining, time management and consistent with the schedule that has been prepared, always trying to increase creativity and be more innovative, often self-motivated themselves to be more advanced and increase independence, have a high spirit and not give up easily, be more disciplined and actively participate in lectures, provide laptops and spare quotas to overcome network problems and seek to study in a place with a stable network, maximize all learning media used by lecturers in implementation of learning, using anti-radiation glasses to protect the eyes, understanding lecture materials provided by lecturers and trying to find various

sources to facilitate the work of assignments in addition to broadening horizons, being more open to all the latest information, trying to make peace with the situation and utilizing the technological sophistication to maximize learning, have a study journal to record all weaknesses and try to learn from experience, arrange a comfortable learning environment at home, increase interaction with lecturers if given the opportunity by the lecturer, often discuss with subject groups, and build a spirit of collaboration to improve self quality.

Based on the explanation of students' reflections on online learning, the opportunities and challenges of online learning in West Sumatra were formulated. Opportunities for implementing online learning in West Sumatra are described below. *First*, online learning provides benefits because it is more flexible and can be followed anywhere and anytime. *Second*, students can carry out learning while entrepreneurship or working. *Third*, various educational institutions in West Sumatra with their quality have the potential to be able to keep up with the times by implementing online learning in a more planned and programmed way. The challenges of implementing online learning are described below. *First*, the provincial and local governments need to provide internet services widely and reach all areas in West Sumatra. *Second*, students need to be educated to be able to grow independently from an early age. This requires the role and cooperation between parents, teachers, educational institutions. *Third*, teachers can design learning modules or learning content that is easily accessible by students and must be by student needs. Teachers can use technology to develop various learning content. *Fourth*, the government needs to make efforts to provide extensive library services that can be accessed online. Parents at home also need to provide a family library so that students have the habit of reading and are accustomed to learning independently by utilizing various learning resources.

Discussions

Online learning in fact has a positive impact and a negative impact. Online learning will have a positive impact if it is carried out with good planning, especially in terms of technological readiness and the ability of teachers and students to use technology. On the other hand, online learning will have a negative impact if it is carried out suddenly without paying attention to the readiness of the technology and the users of the technology. If implemented properly, online

learning can provide quick and easy educational opportunities for everyone without focusing on the limitations of distance, space, and time (Isman, Dabaj, et al., 2004). If online learning is well planned to start from the assessment system, assessment options, training on using the platform, to online technical support, students will be able to follow the learning well (Almusharraf & Khahro, 2020); (Ulfa & Fatawi, 2020); (Long & Khoi, 2020); (Eldokhny & Drwish, 2021). Online learning that is carried out optimally and with good preparation influences student learning needs, problem-solving, providing feedback, and academic performance (Tribunella, 2004); (Spencer & Temple, 2021); (Al-Salman & Haider, 2021). Online learning also has an impact on the teaching and learning experience of students and teachers (Alasmari, 2021) because it provides convenience and flexibility in learning without having to go to campus (Alchamdani et al., 2020). In addition, support from the government by developing online public services is marked by the use of collaborative methods involving various parties, for example in the field of education marked by the development of learning content (Yoshida & Thammetar, 2021).

The implementation of online learning in West Sumatra seen from the reflection of students still requires attention from educational institutions. Students considered that if they had to choose between online learning and face-to-face learning, most of them chose face-to-face learning to be re-implemented and online learning abolished. Students prefer face-to-face learning because they don't have to mess around with an unstable internet network anymore. They also feel isolated and antisocial if they are constantly at home. However, if conditions do not allow face-to-face learning to be carried out, they also seek to improve the quality of their learning to make it more leverage. Motivating themselves and not complaining, time management, using study journals, and increasing interaction with lecturers and friends are some of the efforts they choose to improve the quality of their learning. Basically, online learning and face-to-face learning are equally effective as long as they are implemented according to the system and the parties involved move beyond the phenomenon and follow the developments of the world (Nguyen, 2015). Similar to face-to-face learning, online learning

also requires special skills and knowledge at the planning, implementation, and evaluation stages of learning (Mursyidin et al., 2021).

Online learning in West Sumatra generally uses a platform designed by every university, such as Moodle, e-learning, e-campus. Learning using e-learning is seen as an effective online education implementation solution (El Firdoussi et al., 2020); (Hermawan. Daniel, 2021); (Al-Salman & Haider, 2021); (Souabi et al., 2021). E-learning has also increased teacher and student access to information, provided a rich learning environment with collaboration between students, and raised academic standards (Arkorful & Abaidoo, 2014). E-learning creates a creative communication environment for the exchange of knowledge, thoughts, and ideas that satisfy educational needs for self-expression and creativity (Shurygin et al., 2021). In addition to using e-learning, online learning can also be done by developing a virtual smart classroom (Songkram et al., 2021) and Massive open online courses (Ushanov et al., 2021). Virtual smart classrooms are developed with constructivist principles to guide and foster creative and innovative thinking among students (Songkram et al., 2021).

The welfare of students in online learning so far is low because it is influenced by factors of emotional state, social interaction, information content, learning materials and instruments, self-regulation, as well as physical conditions and contexts (Popescu et al., 2021). Other obstacles are school financial constraints, teachers' difficulties in managing learning activities, students forced to make academic adjustments by limiting social interactions, busy parents, and additional costs to buy internet data packages (Musthofiyah et al., 2021). When learning takes place, students often feel bored, confused, scared, anxious, and stressed (Susanto, 2021). Especially in remote areas, online learning is a problem for students because of their ignorance of online learning methods, unstable internet connections, lack of parental support, and independent learning. (Indrayadi et al., 2022). This often happens because online learning is done suddenly and not well planned.

Student interaction in online learning is low (Farah & Jabari, 2020); (Coman et al., 2020). In fact, the interaction between students and learning content, students with teachers, and students with students is the main key in online

learning (Isman, Altinay, et al., 2004). Students tend to avoid interaction because they do not have the confidence to speak and participate in online learning, have a poor internet connection and do not even have an internet connection, they do not have the devices used to access the learning, there is no opportunity to participate, and the teacher does not have access to learning skills using technology (Farah & Jabari, 2020).

Things that need attention in online learning, namely: the content being taught that needs to be adapted to the online learning system, the implementation of education is carried out differently according to certain age groups due to different skills and learning styles, the implementation of learning needs to pay attention to different levels of education because it affects the level of academic achievement, it is necessary to provide the most up-to-date telecommunications infrastructure because the quality of learning is influenced by the telecommunications system, and provide training to teachers to get used to using online learning systems (Isman, 1999). In order for online learning to run well, educational institutions need to develop online learning that suits the needs of students and online learning systems (Paudel, 2020). The government and higher education stakeholders need to provide adequate online learning facilities for students who live in remote areas so that they can follow their studies well (Indrayadi et al., 2022).

Although the implementation of online learning raises pros and cons and faces various obstacles, online learning in West Sumatra still has the opportunity to be implemented and must be able to answer all the challenges that exist. Various educational institutions in West Sumatra have the potential to develop and implement online learning with the government expanding the reach of the internet. A stable internet network and good technology support are the main factors in the implementation of online learning. Technology readiness determines students' readiness to participate in online learning because the main factors for the effectiveness of online learning are the carrying capacity of network access and the ability of devices to access the internet (Hamid et al., 2020); (Hermanto & Srimulyani, 2021); (Shatri et al., 2021); (Al-Salman & Haider, 2021). In addition to providing extensive internet access, educational institutions can provide online

library services that are free of access and with collections that meet learning needs, and parents at home provide family libraries to support student learning at home because libraries can also facilitate the implementation of online distance learning (Ramadhanti, Yanda, & Yenti, 2020).

Virtual activities that use technology should be widely carried out by teachers and students to motivate students to improve learning practices and online learning strategies. Meanwhile, teachers must also carry out online learning continuously and in a planned manner (Tang et al., 2021). In addition, teachers are also trying to improve their interactions with students and increase student interest and involvement during the implementation of online learning in virtual spaces (Lapitan et al., 2021). In the implementation of online learning, teachers can use various ways to improve the quality of online learning, including using social media because it is easily accessible and used by almost all groups including students (Jogezai et al., 2021) and proven effective and efficient in conveying messages and achieving learning objectives (Perguna et al., 2021). Teachers also need to have digital skills to be able to utilize, use, and apply digital technology in all educational activities (Perifanou et al., 2021). Teachers are also required to be able to design learning content that suits students' learning needs and is easily understood by students for online learning, for example designing learning modules and presenting tasks that require students' independence to learn (Ramadhanti, Yanda, Basri, et al., 2020). To find out the progress of student learning, both teachers and students can use reflective journals to reflect on the teaching and learning activities carried out. Reflective journals can be a reminder to reflect and evaluate the learning process carried out (Ramadhanti, Ghazali, Hasanah, et al., 2020).

In addition to teachers, students must also be able to independently cope with their learning. Supposedly, the problems they face during the implementation of learning can improve their learning and learning experience (Osei, 2010). Online learning will work well as long as students have the skills to use online tools and perceive that online distance education is a useful and flexible, effective, and efficient way to learn, communicate and share (Sahin & Shelley, 2008); (Perifanou et al., 2021). Online

learning that is carried out with good planning will be able to improve students' intercultural communication competence (Litvinova et al., 2021).

Both online learning and face-to-face learning can actually have a good influence on the achievement of teaching and learning objectives if teachers and students understand their respective roles (Isman, Altinay, et al., 2004). The teacher's role in online learning, namely: realizing student autonomy, using real and up-to-date information to convey knowledge, understanding the importance of student thinking, being aware of individual student differences, knowing students' prerequisite skills in content to build new knowledge, being a communicator that establishes interaction between teachers and students. students, implementing student-centered learning, students must feel the responsibility of learning and consult with teachers, help self-development and student responsibility with their guidance, provide a collaborative learning environment for students, and provide appropriate feedback. Meanwhile, the role of students in online learning, namely: interacting with teachers to get appropriate feedback according to their lessons, taking responsibility for their own learning, learning to be researchers to find solutions to problems faced, must be reliable problem solvers, informed are good at technology and do not experience learning barriers just because of technical problems, and become lifelong learners. If teachers and students understand their respective roles, learning in an online or face-to-face system will be carried out properly.

CONCLUSION

Although the implementation of online learning raises pros and cons and faces various obstacles, online learning in West Sumatra still has the opportunity to be implemented and must be able to answer all the challenges that exist. Various educational institutions in West Sumatra have the potential to develop and implement online learning with the government expanding the reach of the internet. A stable internet network and good technology support are the main factors in the implementation of online learning. Students prefer face-to-face learning because they don't have to mess around with an unstable

internet network anymore. They also feel isolated and antisocial if they are constantly at home. However, if conditions do not allow face-to-face learning to be carried out, they also seek to improve the quality of their learning to make it more leverage. Motivating themselves and not

complaining, time management, using study journals, and increasing interaction with lecturers and friends are some of the efforts they choose to improve the quality of their learning.

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PASSIVE CONSTRUCTION OF ACEHNESE LANGUAGE: X-BAR ANALYSIS

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Abstract: This research aims to analyze the passive construction in Acehese Language (AL) by using X- Bar Theory which utilized the oral, written, and the data created by the researcher as the native speaker. This research was conducted in the area of Aceh Besar, Aceh Pidie, and Aceh Utara. There were 12 informants selected and the data were taken orally, and in a written manner. The data collection was conducted through recording technique and note taking technique. After collecting the data, the researcher applied introspection technique through elicitation technique. The result of this research exhibits that the passive construction in Acehese Language is in the form of syntactical passive. There is no morphological passive form discovered in this language because there is no marker found in the verb as the passive marker morphologically. Besides that, verb in Acehese Language is aligned with subject as the agent of an action in the active construction. In the passive construction, the verb must agree with the action which functions as the complementary. In order to determine the passive construction in this language, the constituents in the sentence must be viewed holistically. The only one passive marker that can be identified is the preposition of le ‘by’. Based on the X-Bar analysis conducted to show the passive construction in Acehese Language it is found that specifier, complement, and adverb play important roles to construct it. Specifier is an internal structure that is required to be positioned by NP, and is combined to become I’ and form IP.

Keywords: passive construction, acehnese language, X-Bar theory

Passive construction has always been compared with passive construction. In order to discuss and analyze the passive construction, active construction is required to be discussed as well because passive construction is derived from the change of active construction. It can be

said that passive sentence is the sentence where the subject is the target of the action that is dubbed as the predicate (Sugono, 1994: 86). Passive construction is the construction where the agent is least significant, or in the other words, it is a construction where the subject in

the sentence is obligated by an action. (Sudaryanto, 1991) explains that a construction is called passive if the subject is the theme of the action.

Syntactically, a construction is called passive if there is a morphological change in the verb, from an active verb to passive. Semantically, there is a shift in the focus amongst the constituents, that is the constituent that plays role and functions as the theme in the deep structure has changed into subject. Therefore, it is arguable to say that passive construction can be examined syntactically and morphologically.

Based on the morphological perspective, passive construction is classified as one of the categories of diathesis that is very much related with verbal form (Kroeger, 2004). Diathesis is a change opposition system of semantic roles that is connected to the subject relation. Kroeger also mentions that passive construction is usually formed by transitive and intransitive verb. The most frequent passive construction found is based on the activity of agent – theme. (Dixon, 2021) also views that passive construction from morphological perspective. According to him, passive construction has a marker that can be a process of morphological verb, or in the form of periphrastic verbal construction like in English; auxiliaries *be* + suffix (*-en* or *ed*) positioned in the verb. Meanwhile another linguist (Haspelmath, 2002) opines that verbal connected to the passive construction is the most essential part in the passive construction. In Indonesian, prefix *-di* is one of the passive markers besides *ter-*, and the word *kena*.

Moreover, it is worth saying to note that not all languages have morphological passive marker, including Acehnese Language. In Acehnese Language, there is no difference of the verb as the predicate between the active and passive construction. This condition doesn't mean that Acehnese language has no passive construction because it simply needs no passive marker morphologically. Take a look at these examples.

- 1) *Gopnyan teungoh geu-deungo ceuramah ustad Masrul Aidi. (Aktif).*
He (cont) 1- listen preach preacher Masrur Aidi.
 'He/she is listening to the preach of preacher Masrur Aidi'

- 2) *Ceramah Ustadz Masrul Aidi teungoh geu-deungo le gopnyan. (Pasif)*
Preach Preacher Masrul Aidi (cont)
1- listen by he/she
 'The preach of Masrul Aidi preacher is listened by him/her'

The data above show that *meu-deungo* is used both in active and passive construction. The only passive marker found in the passive construction in Acehnese Language is *le* 'by'. Therefore, it is affirmative to say that the main feature of passive construction in Acehnese Language is the addition of formal marker *le* 'by' before the agent. (Iqbal, 2011: 80; Iskandar, 2021: 274). The presence of preposition in the passive construction of Acehnese language is obligatory, meanwhile in Indonesian, it is optional. It is also obvious that morphologically, the passive and active construction in Acehnese Language have no differences on the verb that functions as predicate. But semantically, the two constructions have a clear border. This can be seen in the semantic role of the subject. In the active construction, the subject has function as the agent meanwhile in the passive construction it plays role as the patient. This in line with (Badudu, 1978; 16 dan Oktaviyanti, 2012). Another perspective from (Nguyen, 2008) states that passive construction is not only applied in morphological context but also syntactical. In the relation to Acehnese language, there is no morphological process but only passive syntactical.

Speaking about the passive construction, we are virtually talking about the active construction because the passive emerges from it (Purwo, 1989). That is the canonical passive and agent topicalization passive. These passives are derived from active. Therefore, canonical passive and agent topicalization passive can be reformed as the active construction.

In Acehnese Language, passive construction is divided into four types: canonical passive, agent topicalization passive, passive with *teu-* prefix and *keunong* passive. (Asyik, 1987; Djunaidi, 1996; Iqbal, 2011; Iskandar, 2021). This article only discusses the canonical passive and agent topicalization passive in Acehnese Language.

Many linguists highlight the importance of passive construction in a language such as what Chung, (2005), Lubis, (2020) have done before.

Lubis discovered that the pattern of the sentence in Angkola Language can be shifted based on the context. Nomoto, H., & Wahab, (2011) explained that the word 'kena' / hit in Indonesian is a passive construction meanwhile in Bahasa Melayu, it can be applied as passive and active construction. Kosmas, (2015) in his research found out that passive construction in Manggarai is syntactical passive with the preposition case marking of *le* 'by'. The morphological passive is not detected in this language because there is no morphological case marking.

The researches focus on passive construction in Acehese Language are written by (Asyik, 1987), (Djunaidi, 1996), (Iskandar, 2021), and (Iqbal, 2011). Amongst those four researchers, Iqbal focused on giving more attention in writing the passive construction. He wrote about passive and active diathesis system in Acehese Language by using morpho syntaxis analysis. Based on the writer observation, there are limited discussions on passive construction in Acehese Language. This research studies on the passive construction in Acehese Language by applying the theory of X Bar to analyze it. This research discusses the passive construction that derives from active construction, that is canonical passive and agent topicalization passive. It is found out that Acehese Language has passive case marking of *teu* and *keunong*.

The analysis of passive construction in Acehese Language by using X- Bar theory is something to be reckoned with because its rarity. Therefore, the researcher examined the passive construction of Acehese Language by using X-Bar analysis which is derived from active construction, that is canonical passive and agent topicalization passive even though there are also passive markers of *teu* and *keunong* found in the language.

METHOD

This research utilized descriptive qualitative approach by using words and language to describe the phenomena in a certain natural context by using various scientific methods. (Moleong, 2014: 6). This is in line with the object of the research that analyzes the passive construction in Acehese Language. The choice of this method is expected and projected to get meticulous and detail description of the results.

This method has been chosen by the consideration of (1) it's practicality toward the situation in the field which is more complex and complicated; (2) the researchers to have a proper connection with the respondents in order to help the data collection to be more cooperative; (3) the feature of this method which emphasizes its quality (features of natural data) based on the descriptive and its natural comprehension (Djajasudarma, 2006: 14).

This research took oral, note-taking and self-made data. The data were being collected from 15 informants of three different locations, that is Aceh Besar, Aceh Pidie,, and Aceh by using record and note taking technique. Note taking data is additional information from Acehese book and previous researches. Self-made data were utilized to supplement insufficient data. (Sudaryanto, 2015: 18). After the data were gathered, the researcher used introspection technique through elicitation technique (Djajasudarma, 2006: 61). These techniques were utilized because the researcher is the native speaker of Acehese Language.

In analyzing the data, distributional study was used by using its own elements of language determiner. Besides that, this distributional method is aligned with descriptive research in determining the behavior of research data (Djajasudarma, 2006:69). Moreover, the techniques of distributional study can be in the form of: (1) deletion, (2) substitution, (3) Intrusion, (4) substitution, (5) permutation, (6) repetition, (7), paraphrasing.

FINDINGS AND DISCUSSION

The construction of canonical passive and agent topicalization passive in Acehese Language derives from the active construction. Both of these passives come from the sentence which have transitive verb, that is the verb that requires the presence of other noun as the object that functions as the theme of the action. The object or the theme in the active construction changes the position to subject and still functions as the theme in the passive construction. What differs from these two forms of passives is the role of the agent. If the role of the agent is filled by the third person, canonical passive appears. Meanwhile, if the role of the agent is filled by the first or second person, agent topicalization is constructed.

Canonical Passive Sentence

Canonical passive is apparently connected to the active diatheses or it can be said as the passive which is derived from the active form where the verb is transitive. In this case, the object in the passive construction with its predicate transitive verb changes into the subject in the passive construction. The verb in active and passive construction don't change in Acehese Language unlike in Indonesian where the verb must undergo a change by deleting active marker *me-* into passive marker *di-*. In Acehese language, this type of passive has no

morphological marker toward the verb. Even in the verb of active and passive constructions have no differences.

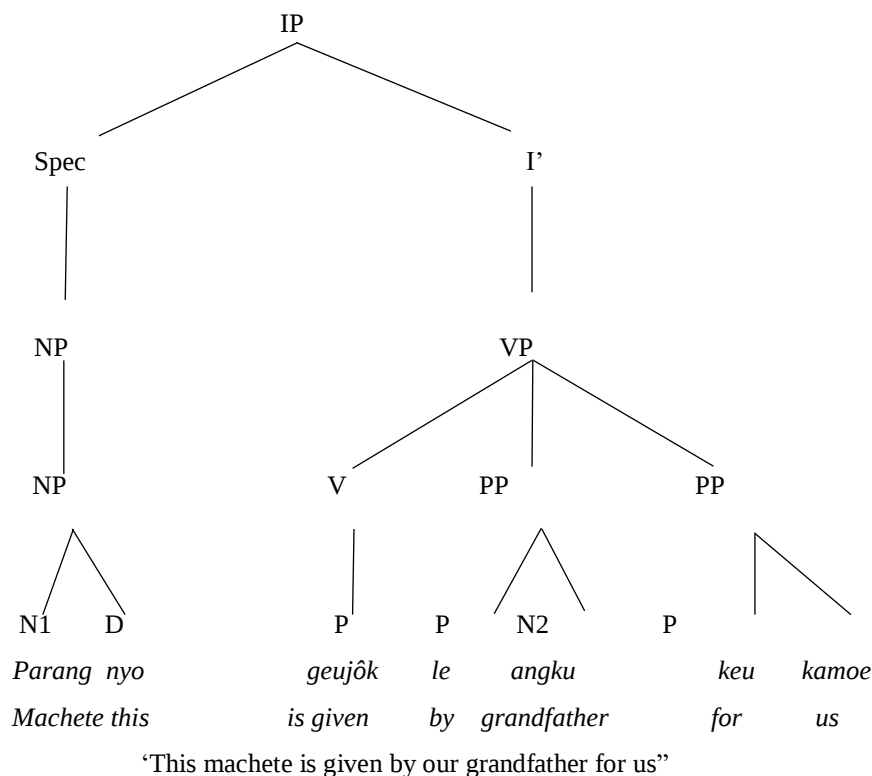
However, these two constructions are required to adjust to their proclitic and enclitic customized with the action in the sentence (Asyik, 1987; Iqbal, 2011: 80; Iskandar, 2021: 274). The agent of the action can be in the form of pronoun. Every pronoun in this language has proclitic and enclitic. The adjustment of proclitic and enclitic with the role of the agent in the action can be seen in table below.

Tabel 1. Proclitic dan Enclitic in Acehese Language

Person	Singular	Plural	Proclitic	Enclitic
First	<i>lôn</i> 'saya' I		<i>lôn-</i>	<i>-lôn</i>
	<i>lôntuan</i> 'saya' I		<i>lôn-</i>	<i>-lôn</i>
	<i>ulôntuan</i> 'saya' I		<i>lôn-</i>	<i>-lôn</i>
	<i>kêe</i> 'aku' I		<i>ku-</i>	<i>-kuh</i>
Second		<i>kamoe</i> 'kami' We	<i>meu-/teu-</i>	<i>-meu-/teu-</i>
		<i>geutanyoe</i> 'kita' Us	<i>ta-</i>	<i>-ta-</i>
	<i>gata</i> 'Anda' You		<i>ta-</i>	<i>-teuh</i>
	<i>droeneuh</i> 'Anda' You		<i>neu-</i>	<i>-neuh</i>
	<i>kah</i> 'kamu' You		<i>ka-</i>	<i>-keuh</i>
		<i>Gata</i> 'Anda' You	<i>ta-</i>	<i>-teuh</i>
		<i>droeuneuh</i> 'Anda' You	<i>neu-</i>	<i>-neuh</i>
		<i>kah</i> 'kamu' You	<i>ka-</i>	<i>-kruh</i>
Third	<i>jih</i> 'dia' He/She		<i>ji-/i-</i>	<i>-jih/-ih</i>
	<i>gobnyan</i> 'beliau' He/She		<i>geu-</i>	<i>-geuh</i>
	<i>droeneuhnyan</i> 'beliau'		<i>neu-</i>	<i>-neuh</i>
		<i>awaknyan</i> 'mereka'	<i>ji-</i>	<i>-jih</i>
		They	<i>ji-</i>	<i>-jih</i>
		<i>awakjéh</i> 'mereka' They	<i>ji-</i>	<i>-jih</i>

Besides that, proclitic can also refer to the noun. The use of proclitic in the noun depends on the age, social status and title. This adjustment in Acehese Language becomes the determinant of grammaticality in a sentence. This occurs in the canonical passive data below

(7a). *Parang nyo geu-jôk lé nek angku
keu kamoe.*
Machete this 3 – given by grandfather
prep. Us.
'This machete is given by our
grandfather for us'.



Based on the diagram tree above, it can be seen that NP1 in the active construction is moved to NP2 in the passive construction. Therefore, the passive construction of NP1 comes from NP2 in the active construction. There is no change in the verb both in active and passive construction. Preposition *le* is a passive marker in this language. The passive construction above is derived from the active construction below.

- (7b). *Gopnyan geu-jôk parang nyo keu kamoe*
He 3- give machete this prep. Us.
He gives this machete to us.

Based on the data above, it is apparent that there is no difference between passive and active construction in Acehnese Language. Both of these constructions apply the same verb *geu-jôk*. (give). In the active construction, *geu-jôk* means ‘give’ meanwhile in the passive construction it means ‘is given’. Both verbs apply proclitic *geu-* as the adjustment of subject that is the pronoun of *gopnyan’beliau*’ (He). Inaccuracy of putting the adjustment in the verb functions as predicate eventually makes it ungrammatical in Acehnese Language. Take a look this example.

- (7c). *Parang nyo ji-jôk lé nek angku keu kamoe.*
Machete this 3- give by grandfather prep. Us.
‘This machete is given by our grandfather to us’.

The data of (7c) and (7a) have no difference in terms of meaning. But the sentence in (7c) is ungrammatical in Acehnese Language because the proclitic attached in the verb doesn’t agree with the subject. The same thing is found in the following sentence.

- (8a). *Batee euncin ji-bloe le awaknyan di Nagan Raya.*
Stone ring 3- buy by they prep. Nagan Raya .
‘This stone ring was bought by them in Nagan Raya’.

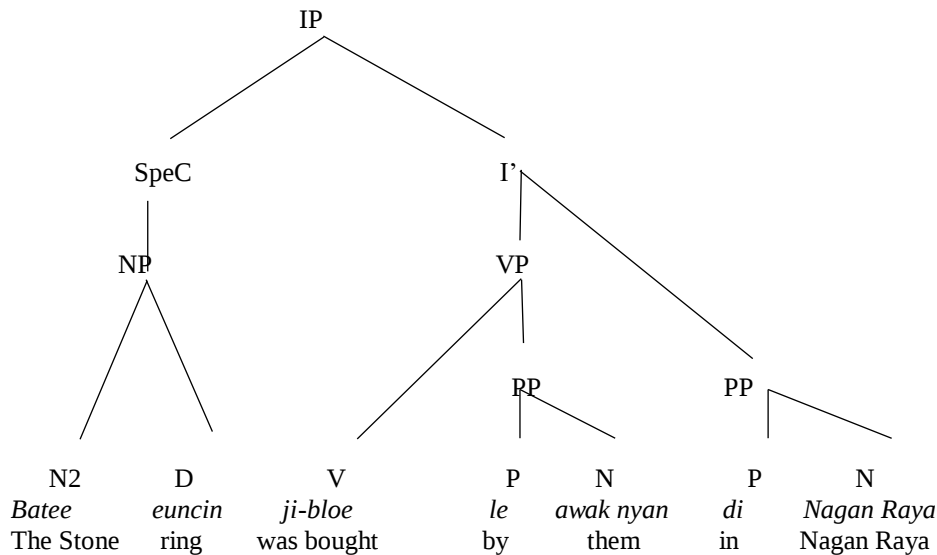
The passive construction above in data (8a) is the conversion from the active construction below.

- (8b). *Awaknyan ji-bloe batee euncin di Nagan Raya.*
They 3-buy stone ring Prep. Nagan Raya.
 'They bought the stone ring in Nagan Raya'.

There is no difference of the verb between the passive and active construction in the sentences above. This has been explained before

that Acehnese Language has no morphological marker to indicate passive construction, but the preposition of *le* is the passive marker. Therefore, it can be said that the passive marker in Acehnese Language is the preposition *le* 'by' (Asyik, 1987; Iqbal, 2011: 80; Iskandar, 2021: 274).

The sentence above can be analyzed by using this following X-Bar Theory.



'The Stone ring was bought by them in Nagan Raya'

- (9a). *Cut kak Aja geu-peujôk jilbab bak Geubrina.*
Cut Kak Aja 3- give headscarf to Geubrina
 'Cut Kak Aja gives headscarf to Geubrina'.

distinguishes them is the action of the first person. In Indonesian, this type of passive construction has no *di-* marker. The position of *di-* in the passive construction is filled by the first pronoun as the agent of the action.

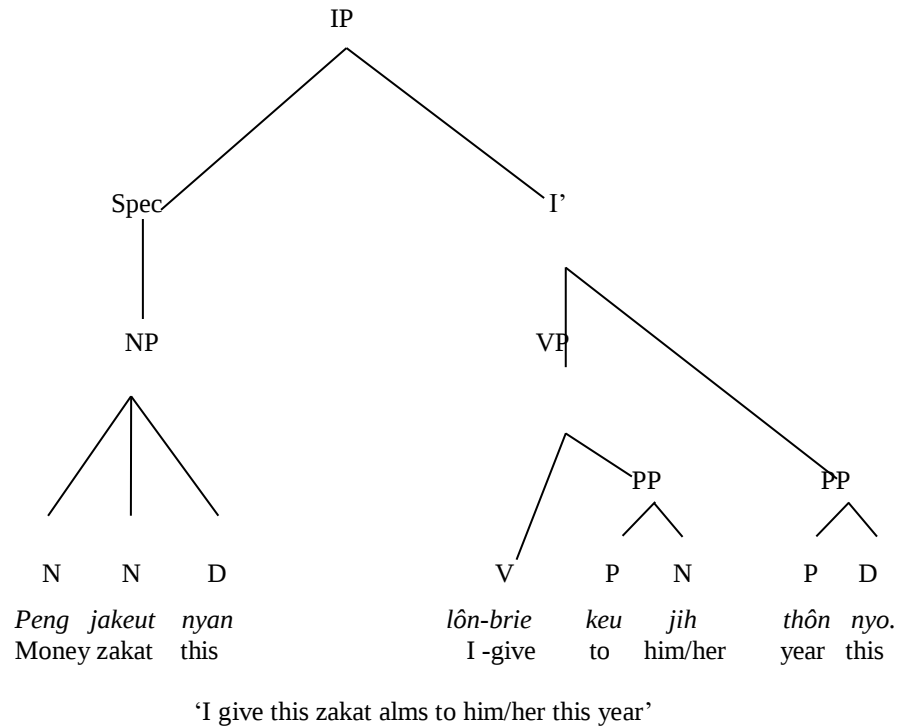
- (9b). *Jilbab geu-peujôk le Cut kak Aja bak Geubrina.*
Headscarf 3- give by kak aja to Geubrina
 'The headscarf is given by Sister Aja to Geubrina'.

- (10a). *Peng jakeut nyan lôn-brie keu jih thôn u keu.*
'Money zakat this 1- give to -3 years ahead'
 'This zakat money I give to him next year'.

Agent Topicalization Passive Sentence

The data below is the agent topicalization sentence found in Acehnese Language. This passive sentence is basically the same like the canonical passive. What

The agent topicalization passive construction above can be analyzed by using this following X-Bar Theory:



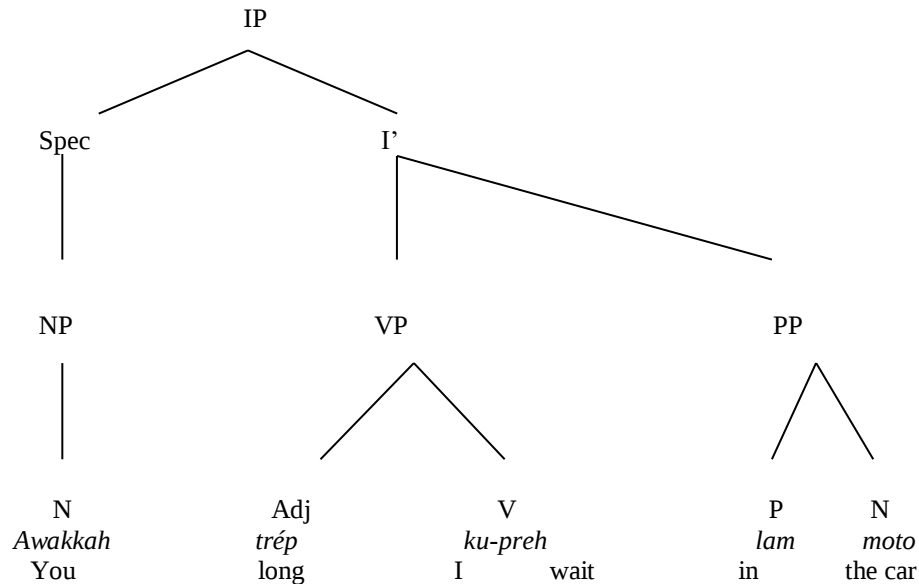
This passive sentence is derived from the following active sentence.

- (10b). *Lôn lôn-brie peng jakeut nyan keu
ihh tahun nyo.
I 1-give money zakat itu to -3
year this.
‘I give this Zakat money to him this
year’.*

Sentence (10a) is the conversion from active transitive sentence of (10b). The change lies on the constituent object of *peng jakeut nyan* ‘That zakat alm’ in the active construction functions as the object which is shifted to the beginning of the sentence in the passive

construction and is changed as the subject of the sentence. Within this X-bar theory, it can be explained that N2 at the active transitive verb changes the position into N1 in the passive construction. Meanwhile, N1 in the active construction is shifted to N2 in the passive construction. This shows that in the passive construction, the agent of the action is not that important. What important in the passive construction is the theme of the action.

- (11). *Awakkah trép ku-preh lam moto.
You long I- wait in the car
‘I have been so long waiting for you in
he car’.*



'I have been so long waiting for you in the car'

CONCLUSION

The passive construction in Acehese Language is not marked by the verb. In other words, there is no morphological passive in this language. In order to determine the passive construction, it is advised to overview the constituents in the sentence. The only passive marker that can be detected in the deep structure is the preposition *le* 'by'. Therefore, passive construction in Acehese Language is categorized as syntactical passive. Both constructions: passive and active in this language apply the same verb. This what makes passive construction in Acehese Language and Indonesian different. Besides that, verb in Acehese Language needs to be adjusted with the subject as the agent in the active construction. In the passive construction, the verb must agree with the agent of the action that functions as the complement.

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AN INTEGRATION OF PROPHETIC ECO-LITERATION VALUE AS AN ELABORATION OF ENVIRONMENTAL LOVE EDUCATION IN INDONESIAN LANGUAGE TEACHING MATERIALS

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Abstract: This study aims to substantially discuss the principles of integrating prophetic eco-literacy values in Indonesian Language teaching materials. Particularly, this research will analyze the principle of integration aimed at a low-quality class of elementary school students as a form of elaboration of environmental love education, so that students have a moral spirit to conserve the environment. This research uses the R and D research procedures from Borg and Gall. This research focuses on the first and second steps, namely (a) research and information collecting and (b) planning. The results of the adaptation of this research step are, 1) an initial study that includes a needs analysis and 2) the development of principles of integrating prophetic eco-literacy values as a form of elaboration of environmental love education in Indonesian Language teaching materials for a low-quality class of elementary schools. The results showed that there were values of tauhid, khilafah, syariah, and amanat in the basic competencies contained in the low-quality class of elementary school curriculum. The principles of preparing Indonesian Language teaching materials containing prophetic ecological values are manifested in several indicators, including: 1) analysis of teaching material needs, 2) preparation of teaching materials, 3) structure of teaching materials, and 4) preparation of teaching materials.

Keywords: prophetic eco-literacy, environmental love education, teaching materials

The environment is an element that cannot be separated from human life. The interaction between humans and their environment occurs naturally every day. This interaction takes place because all the needs of human life are fulfilled by the environment, ranging from air, water, food sources, and various materials from nature that are processed into products (Akhadi, 2019). Therefore, issues that occur in the environment must also be a concern to humans.

One of the issues that are currently being considered is the issue of saving the environment. This is confirmed by Suwandi (2019) who stated that environmental problems have become an integral part of the world's problems. Entering the 21st century, the most significant source of conflict comes from environmental issues. In Indonesia, environmental problems have become a multidimensional problem that involves many groups. Based on the official website of

Greenpeace Indonesia (Pratama, 2021) accessed on April 13, 2021, several environmental problems that occur in Indonesia include: 1) the decline in quality and damage to coral reefs caused by fishing using bombs and rising water surface temperatures due to the crisis climate; 2) the problem of plastic waste that causes soil and water pollution, thereby contributing to carbon emissions into the air; 3) air pollution is the biggest; and 4) deforestation which puts Indonesia in the third position as the country with the most primary rain forest loss, which is 324 thousand hectares.

Although it looks small, these four environmental problems have become a source of disasters that occur continuously. From year to year, the number of accumulated disasters is always increasing, starting from the damage to coral reefs, forests, water, land, and air pollution that has reached a very worrying level. The presence of this environmental problem arises from the human desire to dominate the environment. This is strengthened by Absori's statement (Absori, 1989, 2014; Absori et al., 2017) states that human behavior that places nature as an exploitation commodity regardless of the carrying capacity of the environment can cause an environmental crisis. Therefore, environmental conservation efforts must be a shared responsibility, including elements of education.

In the context of education in Indonesia, environmental conservation efforts can be carried out by integrating the values of love for the environment through learning in schools, one of which is with Indonesian Language Subjects. Following Permendikbud No. 38 of 2018 concerning Content Standards for Primary and Secondary Education (2018), the core competencies of Indonesian Language Subjects are in line with 21st-century learning needs, namely critical thinking and problem-solving, creativity and innovation, collaboration, and communication. Solving these problems, one of which is the ability to solve environmental problems.

Environmental literacy has a very important role in 21st-century learning (Sari et al., 2021). However, not many students still do not understand the importance of environmental literacy. Environmental literacy or eco-literacy is one of the efforts made to bring back environmental awareness through education by

instilling ecological principles (Ihsan & Hanami, 2020). This is done to derive a complete understanding in the form of environmental awareness which is realized in an integrated manner through education. The achievement of environmental love education competencies is manifested in the attitudes, knowledge, and skills of graduates. The embodiment of attitude is shown by ethics that reflect the attitude of believers and are responsible for carrying out roles and functions in independent work in society so that they can improve their quality of life (Juwitaningsih et al., 2019).

As an initial study, several studies related to similar topics that have been studied before, namely: 1) Weber and Ruch (2011) in their research entitled "The Rule of a Good Character in 12-Years-Old School Children: Do Character Strengths Matter in the Classroom?" which discusses the role of character education in schools that can increase positive behavior for students; 2) Absori et.al. (2017) in his article entitled "The Meaning of Environmental Management from a Prophetic Ethical Perspective" which discusses the perspective and Islamic moral-ethical offer (prophetic) on the meaning and management of the environment; 3) Muti'ah et.al. (2019) in his article entitled "Learning Indonesian Language Through Texts With Ecological Education Based on Using Local Wisdom" which discusses the adaptation of ecologically charged text forms in Indonesian Language lessons; 4) Suwandi (2019) in his article entitled "Ecological Literacy-Informed Indonesian Language Learning as an Effort to Create Environmentally Literate Humans" who explained the importance of developing Indonesian Language textbooks or materials with ecological literacy perspective as an effort to make students environmentally literate; and 5) Nursalim (2020) in his article entitled "Children's Reading Model Based on Local Wisdom" which discusses the adaptation of a text model based on local wisdom.

Based on the literature review, it is concluded that the concept of eco-literacy has a very large role in improving the ability to solve environmental problems through knowledge, behavior, and attitudes (Nadiroh & Siregar, 2019). One of the environmental conservation activities through Indonesian Language Subjects can be conducted by integrating prophetic eco-literacy values through teaching materials that

are realized through text. Students who are equipped with spiritual intelligence as a moral spirit in protecting the environment can cultivate a point of view that places nature as a mandate from God. Therefore, nature that is used for human problems must be preserved.

In addition, the benefits of introducing eco-literacy into teaching have been tested in previous studies, for instance, Monaghan dan Curthoys (2008), Gunawan, Diarta, dan Surata (2011), Rusmana and Akbar (2017), Nadiroh and Siregar (2019), and Anh (2019). From these several studies, it is concluded that the implementation of eco-literacy in literary education can raise students' awareness of their environment. Implementation and techniques for teaching and providing effective eco-literacy-based programs have also been comprehensively described by Jacobson, et al. (2015).

Based on those explanations, substantially, this study aims to discuss the principles of integrating prophetic eco-literacy values in Indonesian Language teaching materials. Particularly, this study will explore the principle of integration aimed at low-quality class elementary school students because students in this concrete operational period have increasing memory and logical thinking abilities. In addition, children at this age have a rational and systematic concept of cause and effect (Sarumpaet, 2010). Therefore, the development of principles in integrating prophetic eco-literacy values becomes an important essence as a form of elaboration of environmental love ability so that students have a moral spirit in an effort to conserve the environment.

METHOD

This study used the R and D research procedure of Borg and Gall (Gall et al., 1983). For the needs of this research, it is adjusted to the actual research objectives and conditions. This research will focus on the first and second steps, namely (a) research and information collecting and (b) planning. The results of the adaptation of this research step are 1) an initial study that includes needs analysis which includes: a) an analysis of prophetic eco-literacy values that can be elaborated on as environmental love ability and b) an analysis of the theory of developing Indonesian Language teaching materials at the lower grade elementary

school level. 2) Development of the principles of integrating prophetic eco-literacy values as a form of elaboration of environmental love ability in Indonesian Language elementary school teaching materials for low-quality classes.

The variables in this study are the independent variable and the dependent variable. The independent variables in this study are prophetic eco-literacy values. The dependent variable in this study is the principles of integrating prophetic eco-literacy values in Indonesian Language elementary school teaching materials for low-quality classes.

The data and data sources in this study include (1) research data and (2) needs analysis data sources. In developing the principles of portfolio assessment based on the value of independent learning, two different data are needed, namely (a) prophetic eco-literacy values in the form of a description of the results of the analysis and (b) an analysis of the theory of the development of Indonesian Language teaching materials at the low-quality class of elementary school level in the form of theoretical analysis descriptions.

Sources of the data to meet the needs of making principles of integrating prophetic eco-literacy values in Indonesian Language teaching materials of elementary school for a low-quality class are: 1) prophetic ecotheological values derived from in-depth analysis and literature review of related sources and 2) theory of developing teaching materials that derived from in-depth analysis and literature review of related sources, particularly Indonesian Language subject at the low-quality class of elementary school level.

In developing the principles of integrating prophetic eco-literacy values in Indonesian Language teaching materials for low-quality class elementary schools, instruments are needed in the form of 1) analysis of prophetic eco-literacy values that can be elaborated on as environmental love ability and 2) theoretical analysis of developing Indonesian Language teaching materials at the low-quality class of an elementary school in the form of an analysis table. To collect the data, a literature review analysis table was used which was taken from various sources, namely books, research articles, and journals.

RESULTS AND DISCUSSION

Research Results

The Form of Identification of Prophetic Eco-Literacy Values as a Form of Elaboration of Environmental Love Ability in Indonesian Language Teaching Materials for Low-Quality Class of Elementary Schools

The first thing to get the principles in integrating prophetic eco-literacy values is to identify the form of prophetic values as a form of elaboration in measuring environmental love ability in Indonesian Language teaching materials for a low-quality class of elementary school. There are three signs in the realm of environmentally friendly theology introduced by Parvez Mansoor (Hanafi, 1989). The signs are made with the aim that humans can be wiser and wiser to the environment. The three signs are monotheism, caliphate and mandate, and sharia. These signs were then adapted into prophetic ecotheological values.

The first prophetic eco-literacy value is monotheism. Tawhid contains the meaning of unity between God, humans, and nature so that the relationship between the three must be balanced and harmonious (Fatah, 2018). The omission of one of the poles will cause disharmony. The removal of God's pole will lead to secularism that exploits nature and leads to an ecological crisis. Meanwhile, the removal of the natural poles will make humans poor in knowledge and civilization. The principle of monotheism contains the concept that the entire universe, the heavens, the earth, and all of its contents are the desire of Allah (Absori et al., 2017). Every human action that relates to other creatures, must be based on the belief in the oneness and absolute power of Allah. Therefore, a person's faith is considered imperfect if he does not care about the environment. Activities that damage the environment are the same as denying the greatness of Allah (Rodin, 2017).

The second prophetic eco-literacy value is the caliphate and the mandate. This second principle implies that the presence of humans on earth is to carry out the function of caliphs (leaders) who are given a mandate (trust) by Allah to prosper and preserve the natural environment (Absori et al., 2017). As servants of Allah, humans are obliged to serve Him so that environmental conservation is part of one's

devotion (worship) to Allah. As for God's caliph (leader) on earth, humans are tasked with representing God to take care of and prosper the earth with all its contents (Rodin, 2017). This principle makes man must be fully aware that he is the person in charge of managing the universe, even though he is allowed to take advantage of it, but still must maintain and preserve it and is prohibited from destroying it.

The third prophetic eco-literacy value is sharia. Sharia principles can be interpreted as anything humans do in life in the world must be based on Sharia provisions (Absori et al., 2017). Nature and the environment are part of Allah's signs (verses) in the universe. Therefore, natural phenomena in the scriptures are known as "verse" which means "sign", which is a sign of the existence of God and a sign of His greatness. Both humans and nature (environment) are signs from Allah, which are interrelated and interdependent. Not a few verses in the holy book invite people to research and investigate the sky, earth, and everything that can be seen in the environment (animals, clouds, moon, sun, mountains, rain, wind, and so on) as well as all-natural phenomena. Therefore, humans must have adequate knowledge of managing the universe (Rodin, 2017).

The three prophetic eco-literacy values are then realized as a form of elaboration of environmental love ability in Indonesian Language teaching materials for a low-quality class of the elementary school. Literally, elaboration is defined as a diligent and careful cultivating activity. In the learning activities, elaboration is defined as student activities in concluding a science concept based on the results of exploration. Through this elaboration activity, students were invited to understand and examine a concept logically so that they were able to conclude a scientific concept. The elaboration stage in the learning process was important in learning. This is confirmed by Miswadi et al. (2009) who revealed that elaboration activities in learning can facilitate the student's learning process in receiving new knowledge because there is an analogous process to the knowledge that students already have.

Based on the results of the mapping that had been conducted for core competencies class I, It can be seen that the values of monotheism can be integrated into the knowledge of the

greatness of Allah through the perfection of His creation concerning the five senses given to humans, objects in the surrounding environment, and events that occur day and night. By studying the material, students could better understand the greatness of God and be more grateful for His creation. In addition, gratitude for the greatness of God was also through poetry about expressions of admiration, pride, respect for parents, affection, or friendship.

The values of the caliphate and the mandate could be integrated into the achievement of competence that manifests devotion to Allah through the mandate to care for and protect the environment by knowing themselves, family members, and the community. With the ability to recognize the natural surroundings, students are expected to be able to protect the environment by the provisions set by Allah.

Then, Sharia values were integrated into the achievement of competencies that teach etiquette and how to sit fairly and well, the distance between the eyes and the book, how to hold a book, how to turn the page of a book, eye movements from left to right, choosing a place with bright light, and the ethics of reading books properly. By understanding various ethics in using the eyes, and hands, and how to read according to sharia, students are expected to be able to manage their limbs well as a form of gratitude for the blessings that God has given them.

Based on the results of the mapping of competencies class II, it can be seen that the values of monotheism could be integrated through the achievement of competence that teaches the values of monotheism about the greatness of Allah. This could be inserted through various expressions, invitations, orders, and rejections contained in the text of the story or song that describes the attitude of living in harmony and polite language. In addition, the values of monotheism could also be instilled through animal tales (fables) about the attitude of living in harmony. Understanding the values contained in these events, can certainly increase students' gratitude and strengthen students' faith.

The values of the caliphate and mandate could be integrated through the achievement of competencies that teach the forms and ways of expressing apologies and help through texts about polite culture as an illustration of the attitude of living in harmony in the plurality of

Indonesian society. It is hoped that through this competence, students can maintain harmony in the community around where they live.

Related to Sharia values, it could be integrated through the achievement of competencies that teach about: 1) how to use vocabulary and concepts about the diversity of objects based on their shape and form, 2) how to use vocabulary and concepts about the geographical environment, economic, social and cultural life in the surrounding environment, and 3) how to using vocabulary and concepts about a healthy environment and an unhealthy environment in the surrounding environment and how to maintain a healthy environment. By studying the material, it is hoped that students can understand various ethics in maintaining and maintaining the environment around their residence.

Based on the results of the analysis of core competencies of class III, several competencies can be integrated with the value of monotheism, including knowledge skills regarding the steps of deciphering and demonstrating messages in fairy tales that were presented orally, in writing, visually, and/or environmental exploration could be filled with the values of monotheism so that students understand the oneness and greatness of Allah. These tales could be a means to instill the value of monotheism so that students always understood their position as God's creatures.

The values of caliphate and mandate could be integrated through competency achievement regarding the achievement of material competence about expressions or sentences of suggestions, input, and problem-solving (simple) as a form of self-expression, students could learn to be able to maintain good relations with the community in the surrounding environment as a form of devotion to God.

For sharia values, it could be integrated through the achievement of competence regarding some manners and ethics that are in the environment where they live, so that they can increase their role in caring for the environment by the Shari'a and Allah's decrees. Some of these materials are 1) the concept of changing the shape of objects in everyday life, 2) information about the concept of sources and forms of energy, 3) information about the concept of weather change and its effect on human life, 4) the concept of characteristics, needs (food). and places to live), growth and development of

living things in the local environment, 5) ways of caring for plants and animals, 6) development of production, communication, and transportation technology in the local environment, 7) the eight cardinal directions and their use in the blueprint, and 8) signs/symbols (traffic signs, scouts, and state symbols) and their meanings. All of these materials were presented through oral, written, and visual texts, as well as environmental exploration. That way, students are expected to be able to understand directly their role as God's creatures to care for the environment, and not only take the benefits.

The age range of the low-quality class of elementary school students who entered the concrete operational period was very appropriate to be given the integration of divine values, one of which is the value of prophetic eco-theology. Children at this age have increased memory and logical thinking abilities. In addition, children at this age have a rational and systematic concept of cause and effect (Sarumpaet, 2010). This will have a positive impact on his mindset. In the long term, this mindset will also have a positive impact on the principles of life and social behavior based on God's values.

Principles of Integrating Prophetic Ecotheology Values as a Form of Elaboration of Environmental Love Education in Indonesian Language Teaching Materials for Low-Quality Class of Elementary Schools

To obtain the principles of integrating prophetic eco-literacy values into Indonesian Language teaching materials, an analysis of basic needs is needed. This basic needs analysis was obtained from two things, namely 1) the results of the analysis of the value of prophetic eco-literacy in Indonesian low-quality class of elementary school teaching materials compared to 2) the theory of developing Indonesian Language teaching materials for a low-quality class of elementary schools. Based on the results of the two analyzes, it would be seen what components did not exist or had not been maximized in the existing teaching materials so that they could maximize the process of integrating the prophetic values elaborated in the teaching materials.

In addition to the values of prophetic eco-literacy, several aspects need to be taken into account in the development of Indonesian

Language teaching materials with an ecological literacy perspective, namely (1) selected discourses according to the interests and cognitive development of students, (3) current and contextual issues or themes related to the environment, (3) adapted to the demands of competencies contained in the curriculum, and (4) an evaluation process that is related to competencies and indicators. In addition, it is also necessary to pay attention to the graphic aspect, which is to display pictures that support and activate students' interest (Suwandi, 2019). The components of the value of ecological literacy that must be considered in the development of teaching materials consist of knowledge, tendencies, attitudes, behavior, and cognitive skills. These components are associated with the theory of the development of teaching materials. The steps for developing teaching materials carried out are as follows.

Analysis of Teaching Material Needs

To get teaching materials that contain prophetic eco-literacy values, an analysis of basic competencies was needed, an analysis of learning resources, and the selection of types and determination of teaching materials. The principles for analyzing the need for teaching materials are described in table 1.

Table 1. Principles of Teaching Material Needs

Indicator	Principles
Competencies Analysis	Determine which competencies can be integrated with prophetic eco-literacy values.
Analysis of learning resources	Inventory the availability of learning resources that have current issues and are related to the environment.
Selection and determination of teaching materials	Teaching materials must be interesting, can help students achieve competence, and be made according to the needs and compatibility with the basic competencies that will be achieved by students.

Preparation of Teaching Materials Maps

The map of teaching material needs was compiled after knowing the number of teaching materials that must be prepared through an analysis of the needs of teaching materials. The

map of the need for teaching materials was very necessary to find out the number of teaching materials that must be written and the order of the teaching materials. The principles that must be met in the preparation of this teaching material map are described in table 2.

Table 2. Principles for Compiling Teaching Material Maps

Indicator	Principles
Sequence	Determine the order of learning materials based on the priority of ecological literacy values ranging from knowledge, attitude tendencies, behavior, and cognitive skills.
Teaching materials characteristics	Dependent teaching materials must be linked with other teaching materials so that in writing they must pay attention to each other, particularly if they require each other. Independent teaching materials can be independent or do not have to pay attention to or be tied to other teaching materials

Structure of Teaching Materials

The ideal structure in the preparation of teaching materials consists of titles, study instructions, basic competencies, supporting information, discourse, tasks/work steps, and assessments. The principles in preparing the structure of teaching materials that contain prophetic eco-literacy values are presented in table 3.

Table 3. Principles of Structure of Teaching Materials

Indicator	Principles
Title	The title of the material contains terms related to the environment as a form of introduction to environmental issues.
Learning structure	The learning structure contains two basic things, namely instructions for understanding the material and instructions for understanding the concept of ecological literacy contained in the material.

Continued Table 3.

Basic competencies	The basic competencies are selected based on the analysis of the value of prophetic eco-literacy.
Supporting information	Supporting information contains additional material regarding the ability of ecological literacy and the value of prophetic eco-literacy that students must know.
Discourse	Contains discourses that have been integrated with prophetic eco-literacy values to strengthen the understanding of environmental concepts.
Tasks/work steps	The task contains two things, namely the main task of knowledge sourced from competencies and supporting tasks in the form of attitudes and skills that are associated with prophetic eco-literacy values.
Assessment	Assessment by the provisions of competencies.

Arrangement of Teaching Materials

The principles in the arrangement of teaching materials that must be considered are described in table 4.

Table 4. Principles of Arrangement of Teaching Materials

Indicator	Principles
Display layout	The easy sequence, the short title, there is the table of contents, a clear cognitive structure, the summary, and the task for the reader.
Language	Flows vocabulary, clear sentences, clear sentence relationships, sentences are not too long
Stimulants	Supporting graphic elements, writing encourages readers to think, and test stimulants.
Readability	Easy on the eyes (the letters used are not too small and easy to read), structured text order, easy to read.
Instructional materials	Selection of texts, study materials, and worksheets.

By fulfilling these principles, students were expected to be able to understand the values of

prophetic eco-literacy through learning the Indonesian Language in a low-quality class in elementary schools. In addition, through the integration of prophetic eco-literacy values in these teaching materials, an elaboration of eco-literacy abilities could be realized so that students have a moral spirit as an environmental conservation effort

Discussion

Ecoliteracy is one type of literacy that needs to be taught to elementary school students as a supporter of sustainable development in the current era of globalization (Locke et al., 2013). Based on the results of the analysis that has been carried out, the findings in this study show that the concept of eco-literacy has a very large role in improving the ability to solve environmental problems through knowledge, behavior, and attitudes. This is corroborated by research conducted by Nadiroh & Siregar (2019) and Rosidah C.T. (2022) which revealed that students' understanding and ability to solve environmental problems is one of the higher-order thinking abilities that touch the cognitive realm which includes the ability to analyze, evaluate, and create. The understanding of principles in the process of integrating prophetic ecotheological values as a form of elaboration of environmental love education in teaching materials can Indonesian help the process of solving students' environmental problems by applying various provisions and understanding the process of environmental problem-solving abilities.

Students who are equipped with spiritual intelligence as a moral spirit in protecting the environment can cultivate a perspective that places nature as a mandate from God. Therefore, nature that is used for human problems must be preserved. This is corroborated by research conducted by Sapanca (2012) and Ramos & Ramos (2011) which revealed that an understanding of eco-literacy attitude awareness can increase people's knowledge, attitudes, and behaviors regarding education for sustainable development. It can be interpreted that eco-literacy is a condition where people have understood ecological principles and live in accordance with ecological principles that can organize and build a life with mankind on this earth to realize a sustainable society. In addition,

a good understanding of eco-literacy can help configure the importance of analyzing students' ability to solve environmental problems through their experience.

Through Indonesian Subjects, the introduction of eco-literacy in elementary schools can be done through teaching materials (Nurlaili et al., 2018). This can be done by integrating eco-literacy values through teaching materials that are realized through text. Ecoliteracy skills can help individuals to engage with issues of natural environmental problems and can provide ideas for solving these environmental problems for a sustainable life (OECD, 2013).

The addition of prophetic elements as added value in this study shows that the element of knowledge and understanding of the awareness of loving the environment will be rooted in consistent attitudes and behaviors if followed by a sense of responsibility to God. There are two things that are the basis for the formation of student behavior towards the environment. Pertama, subjective norms atau norma-norma subjektif yang didapatkan individu dari nilai-nilai agama, pemikiran-pemikiran, dan ide-ide dari lingkungan sekitarnya. Second, attitude toward the environment or individual attitude towards the environment that is built from direct experiences in dealing with the environment accumulated during the course of an individual's life interacting with the environment (Ajzen & Fishbein, 1980). Subjective norms are associated with the position of the relationship between God, nature, and humans which describes an ecotheological worldview that makes theology the heart of life that makes humans realize that nature comes from God (Ali, 2007).

In the realization of the meaning of the principles of prophetic eco-theology, man's life by doing anything in the universe must be in accordance with God's will which makes room for diversity (multiplicity) in a unitary frame (unity). Therefore, students must be equipped with prophetic ecotheological intelligence so that they will continue to make religion a moral spirit in protecting the environment and make religious values not subjective but become an objective symptom directed at transcendence through a humanization and liberation approach.

CONCLUSION

Based on the discussion that has been described, it can be concluded that based on the results of mapping the basic competencies of Indonesian Language subjects for the low-quality class of the elementary school, there are prophetic eco-literacy values in the form of the values of monotheism, caliphate, mandate, and sharia that could be developed into teaching materials containing eco-literacy.

The principles embodied in the steps of preparing Indonesian Language teaching materials containing prophetic eco-literacy values were manifested in several indicators, including 1) analysis of teaching material needs consisting of 3 indicators, namely analysis of basic competencies, analysis of learning

resources, and selection of types and determination of teaching materials; 2) the preparation of teaching materials consists of 2 indicators, namely the sequence and nature of teaching materials; 3) the structure of teaching materials consists of 7 indicators, namely titles, learning instructions, basic competencies, supporting information, discourses, tasks/work steps, and assessments; and 4) preparation of teaching materials consisting of 5 indicators, namely the arrangement of appearance, language, stimulants, ease of reading, and instructional materials.

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POWER THROUGH THE USE OF PERSONAL PRONOUNS IN E-MAIL INTERACTIONS OF PEDOPHIL: CRITICAL DISCOURSE ANALYSIS

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Abstract: This study examines the choice of personal pronouns made by pedophiles in interactions in e-mail. The main focus of this study is to determine who is downloaded by the two pedophiles, namely JON and ZEE when using personal pronouns and compare the use by the two pedophiles. The data of this research is in the form of conversations involving both pedophiles in interactions in electronic mail. Data collection is done through non-participating observation techniques which are suitable for observing activities that are not possible to be involved in. The data obtained from observations in the form of screenshots of the conversations of the two pedophiles in the telegram group were then stored in the data folder. The analysis of the use of personal pronouns in this study uses Fairclough's critical discourse analysis (CDA) dimension model in the form of description, interpretation, and explanation. The results showed that the use of personal pronouns in the interaction of the two pedophiles in electronic mail had a significant difference. The findings of this study indicate that the perpetrators of ZEE crimes use the words of the first and third people which are the most dominant compared to the perpetrators of JON crimes. The dominance of the use of first person pronouns by criminals as evidenced by the use of the words I, I, and we. For the use of the second person pronouns used in the form of you, while the use of the third person pronouns in the form of he and they. The conclusion of this study is that using personal pronouns in pedophile interactions in electronic mail has power in various forms.

Keywords: critical discourse analysis (CDA); pedophiles; power; use of personal pronouns

The subject of violence against children in Indonesia has become one of the most widely discussed topics in the Indonesian media. Violence against children is common in society and can occur anywhere. Sexual violence done by paedophiles dominates acts of child abuse. According to data from the Indonesian Child Protection Commission (KPAI), there were 419 incidents of minors facing the law (ABH) for

sexual violence victims in 2020. Children who faced physical assault came in second, with 249 occurrences reported last year. As many as 119 youngsters were subjected to psychological abuse. Each year, 20 children are victims of sodomy/paedophilia and kidnapping. Meanwhile, 12 children were victims of homicide and had sharp weapons (KPAI, 2018).

The proliferation of social media applications makes it easier for paedophiles to carry out their actions. The Internet is a tool for paedophiles to interact with victims. This engagement takes the shape of paedophiles' interactions on social media, one of which is e-mail. E-mail conversations are considered illegal and are identical to acts of sexual aggression against kids. To conceal their genuine identity, the two paedophiles engaging in the encounter utilise anonymous names.

The study of digital communication in terms of various social practises within it necessitates the use of a discourse analysis framework that employs theories and methods created by professionals over the years. Discourse as a digital practice describes the practice of discourse analysis as well as the cost and limitations of the many analytical and theoretical instruments utilised in this practice. According to the researcher, the illegal practice of the paedophile subculture serves as a control for social practices that shape power practices. Ideology and power have a connection to digital practices. Criminals represent the practice of power through conversational communication by criminals on social media, which is employed as a technique for developing ideology and power.

Discourse about the paedophilia group is becoming increasingly prevalent. This is demonstrated by the numerous groups listed as sites for persons who like minors. One of the alleged culprits' Facebook pages is 'Kids' Shirt Fans in Elementary School Children's Singlets,' which has 256 members and frequently publishes photographs of young boys wearing only singlet shirts. There are additional paedophilia-related Twitter accounts. Bovid is a member of the Telegram group. Other offenders who want to watch the movie can join the paedophile community by clicking on the supplied telegram link. Online prostitution transactions occur in the paedophilia community on this telegram by purchasing movies and images depicting the sexual and psychological exploitation of child victims.

The use of personal pronouns in the paedophile group can be found in criminals' social media interactions. The discourse makes use of personal pronouns connected to self-presence, specifically how the perpetrator of the crime presents himself to the interlocutor as a speaker or producer of the text. This personal

pronoun is used to refer to the relationship between power and solidarity. To demonstrate its power, the text's creator will employ certain words or word forms, particularly first-person pronouns, both singular and plural. On the other hand, choosing the proper term to address the interlocutor and using certain words is a very popular technique to demonstrate authority and togetherness. Criminals frequently utilise the pronouns 'saya' (I) and 'kita' (we) in the paedophile community on Indonesian social media, for example. Based on this description, this research is focused on the critical discourse analysis perspective because the language of paedophiles in the paedophile community studied has its peculiarities and to reveal the practice of power through discourse that cannot be separated from its context, both linguistically and in terms of socio-cultural practises.

Hala El Saj (2012) researched the usage of personal pronouns on Oprah Winfrey's show in a conversation with Jordan's Queen Rania. Oprah Winfrey uses personal pronouns as a crucial role in continuing conversational engagement to represent herself and others. Similarly Hasan (2013) finds several strategies of political leaders, particularly the use of first-person pronouns, used to persuade audiences to accept views and actions on crises, revolutions, and other controversial issues in his political discourse on Hosni Mubarak's speech given on February 10, 2011, Ali, et al. (2011) investigated the role of pronouns, particularly personal pronouns, in representing socio-political ideology in connection to political speech in newspaper discourse. According to the findings, the usage of personal and possessive pronouns in newspaper articles indicates socio-political ideology. When alluding to their acts, the publications used verbatim quotations from statements made by American officials that featured plural personal and possessive pronouns. Political discourse on presidential speeches is one of the venues for analysing critical discourse using the Fairclough discourse scheme framework, Wahyuningsih (2018) examines Donald Trump's Inauguration Speech for the usage of personal pronouns. This study examines Donald Trump's use of personal pronouns in his inauguration speech, specifically the usage of first-person pronouns as a technique of keeping excellent engagement with the audience during speeches. The study of the use of personal

pronouns in political speeches is widely popular, while research on the use of personal pronouns in criminal cases is rare.

Hlioui (2020) analysed the use of personal pronouns as a means of exercising authority and power in legal discourse in case studies of life insurance contracts and court hearings, which is one of the studies that explore the use of personal pronouns in legal discourse in case studies of life insurance contracts and court hearings. The study looked into the choice of personal pronouns as well as the specific participant roles ascribed to them and discovered that the power dynamics that occur between different participants in a court hearing influence the participants' choice of personal pronouns and roles.

The research equation above produces the same analysis as this research, namely the use of personal pronouns through the study of critical discourse. Furthermore, this study describes the same type of authority using personal pronouns. The type of data used in this study differs from that used in earlier studies. Previous studies collected data in the form of dialogue, political discourse, speeches, and legal discourse, but this study collected data in the form of e-mail dialogue. This study is significant because it is expected to reveal information about the use of personal pronouns that signify types of power, particularly paedophile encounters. As a result, this study is expected to expose the power of paedophiles through discourse, specifically personal pronouns.

Critical Discourse Analysis (CDA), along with Critical Discourse Studies (CDS), is an interdisciplinary research movement that studies language and other semiotic systems and incorporates a variety of approaches and methods from different studies (Fairclough, Mulderrig, & Wodak, 2011). Critical discourse analysis (CDA) incorporates the critical tradition of social analysis into language studies and contributes to critical social analysis with a particular emphasis on discourse and the relationship between discourse and other social elements such as power relations, ideology, institutions, social identity, and so on (Van Dijk, 1993; Fairclough, 1989; Wodak, 1989). This approach is built on the concept of critical dialectic theory, which is more than just making and analysing basic claims about reality's social

laws. Furthermore, CDA's emphasis is on scientific and theoretical results.

The foundation for critical discourse analysis is founded on a study of the systemic social and functional theory of linguistics, discourse practises (basically, communicative events and interpretations), and social practices generally (Rogers, 2011). In the field of sociolinguistics in England and Europe, critical discourse analysis is utilised to investigate power and social injustice (Slembrouck, 2001). As a theory, critical discourse analysis examines how language projects and interprets power and control. It also explains the inequities and discrimination that arise among individuals in interactions (Blommaert & Bulcaen, 2000).

CDA research in the digital era through social media necessitates the development of a semiotic framework to explain how the construction of social reality is built through linguistic and visual resources in crime, giving rise to a multimodal critical discourse analysis approach (Yilei & Dezheng, 2021).

Fairclough (1989) studies the ideological character of discourse using critical discourse analysis. Conversation as a type of power struggle, and discourse as a form of power struggle (Santoso, 2012). Thus, critical discourse analysis takes a nonconformist stance or opposes the dominant current in a broad framework to combat social injustice. The fundamental premise of critical discourse analysis is that discourse is not perceived only as a language study object. Of course, language is utilised to analyse the text. Language is not understood in the typical sense. Text in the context of language as a tool utilised for specific objectives and practises, as well as language in critical discourse analysis. Based on this description, this research takes a critical discourse analysis approach because text as discourse cannot be separated from its context, which includes linguistic aspects of the texts, the process of interpretation of text production and consumption, as well as socio-cultural and political practises.

Power is associated with the use of close personal pronouns that identify a person's identity and ideology. Personal pronouns represent either collectivity or individualism (Fairclough, 2003). Furthermore, personal pronouns are frequently employed when referring to certain people or groups, and they

have been used to break up coalitions both within and outside of specific groups (Van Dijk, 2002). The hidden meaning in the usage of personal pronouns is heavily influenced by concerns that emerge in both social and political corridors where people or organisations have positioned themselves (Chilton & Schaffner, 1997). Formality and informality, status, access to authority, social rank, and race are all personal and social factors that influence interpretation and choice.

In terms of personal pronouns, Van Dijk (2002) contends that the pronouns *kita* (we) and *kami* (we) can be used either inclusively or exclusively. They are used to express solidarity in a broad sense. Meanwhile, they are primarily employed to share responsibility, so that no action or policy that is established and agreed upon is put solely on an individual (Dahnilsyah, 2017). Personal pronouns, on the other hand, are frequently employed as a method to win support and create trust. Personal pronouns are used to refer to the person or thing about whom the speaker is speaking, and they can also be used to refer to the speaker himself. According to Collins (1990), there are two sorts of personal pronouns: subjective and objective pronouns. Subjective pronouns, such as *mereka* (they), *saya* (I), *kami* (we), *anda* (you), *dia* (he/she), and *mereka* (they), are used to refer to subject complements or subject sentences. Objective personal pronouns refer to the same person or thing with an equivalent subject pronoun.

METHOD

The research method used was the qualitative approach. This type of research is descriptive which is oriented towards the study of critical discourse. The research data is in the form of conversations between paedophiles JON and ZEE from the telegram account @Bovid. The screenshot upload shows the two paedophiles' interactions between November 24, 25, and 27, 2019, and December 2 and 3, 2019. The data consists of ten data points acquired by researchers on the @Bovid telegram account on September 20, 2021. The ZED perpetrator's @Bovid telegram account reveals a screenshot of an interaction between JON and ZED that reportedly contains criminal elements. The data on paedophile interaction in e-mails was chosen as the subject of study because data in the context of forensic linguistics is geared towards uncovering the relationship between lingual evidence and crime

This e-mail was utilised by the two paedophiles as a platform for engagement for JON and ZED to share their experiences. Data was collected using non-participatory observation techniques, which are appropriate for watching activities that do not allow researchers to participate in them. The data folder contains data acquired via observations in the form of screenshots of talks between the two paedophiles in the @Bovid telegram group. The data analysis technique used in this research uses Fairclough's (1989; 1995) critical discourse analysis model as follows.

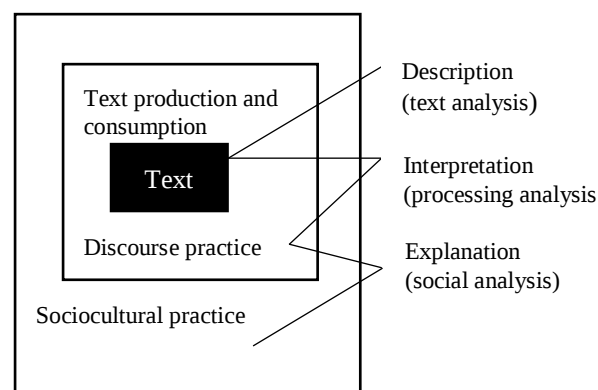


Figure 1. Fairclough's Critical Discourse Analysis Model (1989; 1995)

Figure 1 shows the three steps of analysis in critical discourse analysis. In the description stage, the use of personal pronouns is analysed to provide an entry point to reveal the power used by the two paedophiles. At the interpretation stage, it is determined who the two paedophiles are referring to when using first, second and third person pronouns. In the explication stage, the differences in the use of personal pronouns by the two paedophiles are explained.

FINDINGS AND DISCUSSION

Findings

The usage of personal pronouns in paedophile e-mail provides determines the proclivity to employ forms of power in exploiting criminal pronouns in pedophilic communications. Fairclough's critical discourse analysis framework for assessing power through the use of personal pronouns in paedophile relationships through e-mail is as follows.

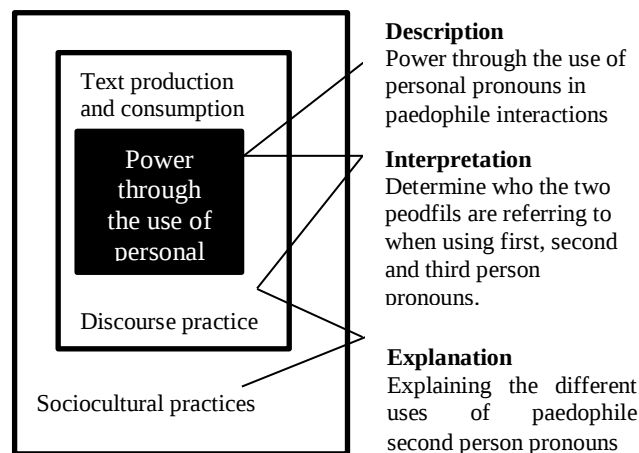


Figure 2. Fairclough's Critical Discourse Analysis Model (1989; 1995)

The first step in analysing the usage of personal pronouns in paedophile communications via e-mail is to quantify the percentage of personal pronouns that appear in criminal talks. This quantitative count is not the analysis's final purpose. This estimate is merely the first step in determining the two paedophiles' proclivity to utilise personal pronouns. The second part of the analysis adheres to Fairclough's analytical techniques, notably the

description, interpretation, and explanation stages. Analysis of the use of personal pronouns in the conversations produced by the two paedophiles obtained information that the use of first-person pronouns dominates the whole. This can be seen in the percentage diagram for the use of personal pronouns below.. This can be seen in the percentage chart below for the use of personal pronouns.

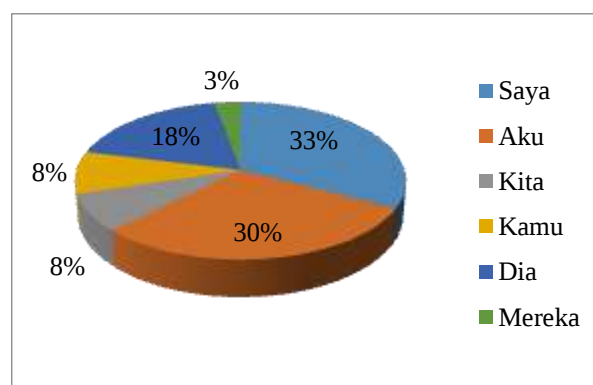


Diagram 1 Percentage of Personal Pronoun Usage in Pedophile Interactions

The chart shows that the percentage of using the pronoun “saya” is 33%. Followed by the pronoun aku by 30%. Furthermore, the personal pronoun “dia” is 18%. Then, the personal pronouns kamu and kita are 8% each. The personal pronoun “mereka” has a percentage of 3%. It can be concluded that the use of personal pronouns with a large percentage of “saya” reveals a more intimate relationship than other personal pronouns.

Based on the findings above, it can be concluded that the use of personal pronouns used to refer to the person or thing being discussed, or spoken about by the speaker can be used as a way for him to refer to himself. There are two types of personal pronouns, namely subjective pronouns and objective pronouns. Subjective pronouns are used to refer to subject complements or subject clauses, such as saya, kami, anda, dia, and mereka. The different things in objective personal pronouns refer to the same person or thing as the equivalent subject pronoun and the use of object pronouns is used as a subject complement object or a prepositional clause complement, such as aku, kita, anda, dia, and mereka.

Discussion

The Use of First Person Pronouns

The use of pronoun I is not used as a substitute for the speaker's name but rather to refer to himself. In the paedophile community, criminals use the word saya to convey their opinion so that it is more subjective. Here's an explanation.

Data (1).

ZEE : Di email ini cuma 1 atau 2 ada nya, coba **saya** cek dulu. Eh, om Joni ini bukan yang punya blog berbagi cerita onai/ngocok? Joni Parlente itu?
(There are only 1 or 2 in this email, let me check first. Uhm, Uncle Joni isn't the one who has a blog sharing masturbation stories? Joni Parlente?).

Context : ZEE responded to Jon's request to send photos or videos of sexual abuse of minors. This conversation took place on the

offender's email on Sunday, 24 Nov 2019 at 15:52.

Data (1) shows how the use of saya conveys the personal opinion of the perpetrators of ZEE crimes about video files and photos that contain sexual violence against victims. Using the singular pronoun saya, the perpetrator clearly states that this is his opinion, without suggesting that anyone else agrees with him about complaints about files stored on Yahoo not necessarily still existing. ZEE did not mention JON in the statement. This is done to avoid mentioning the name of the interlocutor directly.

Data (2).

JON : Oke, **aku** tunggu ya ...
kkwkwkwkw, iya betul gak cari bocil buat mainan. hehehhe?
(Ok, I'll wait for you ...
kkwkwkwkw, yes, you don't look for kids to have fun. hehehhe?).

Context : JON asked ZEE if she was looking for minors to play with. This speech took place on Sunday, 24 November 2019 at 16:34.

Data (2), JON said unequivocally that he was waiting for the transmission of movies and images depicting the sexual exploitation of youngsters by referring to himself as “aku tunggu” (“I'm waiting”) rather than “kita tunggu” (we waiting). This relates to the fact that he not only wants to watch the films and images but also orders Zee to look for them. In Indonesian, the pronoun aku refers to the person speaking. Criminals utilise the personal pronoun aku on their behalf. Thus, the use of the personal pronouns saya and aku in the preceding data as a declaration by the perpetrator of the crime against his interlocutor regarding requests for videos and images purportedly containing aspects of sexual violence. In e-mail interactions with paedophiles, the personal pronoun “kita” is also used, as used by ZEE. As evidence, consider quote (3) below.

Data (3).

ZEE : Susah sekarang cari bocil Om, dulu jaman masih sekolah, masih bareng ortu lumayan tuh, sama adik cewek sendiri, sama kawan kawannya adek juga sempet (masih anak tetangga), ada juga kawan dekat rumah yang suka gituin adiknya sendiri juga... kalau sekarang waaah udah susah, serem kalau **kita** mau coba akrab akrab sama anak perempuan orang (It's hard now to find a kid, Uncle, back when I was still at school when I was still living with my parents it was quite easy, with my little sister, with her friends too (still a neighbour's child), there were friends close to home who like to treat their own younger siblings like that... Now, it's not easy trying to get along with someone's daughter).

Context : This utterance is in response to the question in data (4) which was answered by ZEE regarding finding a child (little boy) who is difficult due to parental supervision and ZEE actually shared his personal experience with the victim who is still family. This speech took place on Monday, 25 November 2019 at 09.11

Data (3) shows the use of the pronoun *we* to highlight the speaker's good qualities. The use of "*kita*" may be used by PEDs to invoke membership in a paedophile community as a collective identity. The personal pronoun "*kita*" is used to express an 'institutional' identity, i.e. when a criminal speaks for the name of a community. On the other hand, the use of "*kita*" is sometimes used to convey the image of a paedophile community as a community of shared responsibility. Thus, the use of "*we*" is intended to make people feel obligated to know each other among criminals in the paedophile community as a form of social identity.

The Use of Second-Person Pronouns

De Fina's analysis also shows how pronouns in an utterance must be considered in context, namely in the utterance as a whole, to find patterns of how the pronouns are used and what meaning is to be conveyed to the listener. The use of second person pronoun used by paedophiles in their interactions in e-mail is "*kamu*" which can be seen in data (4) and (5) below.

Data (4).

JON : Sudah berapa anak kamu setubuhi? **bosku** loh uda nikah? kalau uda nikah bisa tu pakai anak loh sendiri. aman kan. Hahaahahaha.

(How many children have you had sex with? You are married now. If you are married, you can use your children. It's safe. Hahahaha).

Context : JON asks ZEE about the number of minors who have been victimised and also asks about personal identities related to marital status. The purpose of this question leads to the invitation and suggestion that JON is trying to make to ZEE to commit an act of sexual violence against his own biological child. This conversation took place on Monday, 25 November 2019 at 21.00.

Data (4) the use of the personal pronoun "*kamu*" in the sentence "*sudah berapa anak kamu setubuhi?*". The use of the word "*kamu*" refers to the ZEE paedophile who explained in a previous conversation that he had committed an act of sexual violence. This makes the paedophile JON ask the number of children who have been victims. Apart from that, based on the data above, paedophile JON indirectly used his power to apply strategies to build a good image in approaching paedophiles ZEE by greeting *bosku*. The greeting shown by JON is the name given to the speech partner. The use of the pronoun "*kamu*" is also found in data (5) below.

Data (5).

JON : Iya pengalaman pribadi bos. Oh belum pernah sampai ngentot, oke2 ya kalau **anak mu** perempuan pasti uda **kamu** raba bahkan **kamu** oral tu. Hahahahaha. (Yes, personal experience boss. Oh, you've never had sex yet, okay... yes, if your kid is a girl, you will definitely touch her and you'll even oral. Hahahaha).

Context : JON expressed his experience with a minor victim and asked ZEE if she had ever committed such an act of sexual abuse. This speech took place on Wednesday, 27 November 2019 at 00.47.

Data (5) the word "anakmu" is used by JON paedophiles as an illustration that the child of the ZEE paedophile will become a potential victim if he is female. The children of ZEE paedophiles are boys, not girls. This is what the paedophile JON tried to describe to ZEE if his daughter would surely be the victim. In another sentence, the paedophile JON uses the pronoun "kamu" referring to the paedophile ZEE. This is confirmed in the next statement.

With the pronoun "you" being repeated, it indicates JON's consistency in referring to potential victims. The use of the second-person pronoun "kamu" in the paedophile community is used more by criminals than by other second-person pronouns. If the perpetrator of the JON crime does not use the personal pronoun "kamu" and is replaced with an impersonal pronoun, such as this and that or omitted, it will affect the meaning of the speech.

The Use of Third-Person Pronouns

The use of third-person pronouns in paedophile interactions in e-mail determines the extent to which this use shows the power of the perpetrator over the victim.. Orvig, et al (2009) explain that the use of third-person pronouns is the preferential use of "mereka" (as opposed to the use of other referential expressions) in (a) the context of shared concern and (b) the context of discursive continuity. Power through the use of personal pronouns in paedophile interactions in e-mail besides the first and second person pronouns, there is also a third person pronoun in

the form of "dia" as shown in data (6) and (7) below.

Data (6).

JON : Enak lah bos masuk ke barang sempit apalagi mulus, nangis biarkan nanti **dia** akan ketagihan juga. iya juga seh bos kalau anak tetangga ngeri. cari anak gelandangan saja bos kasih uang suruh ikut bawa ke tempat yg sepi sikat deh.

Context : JON suggests to ZEE to commit an act of sexual violence and is accompanied by a request to look for potential victims from neighbouring children around ZEE's perpetrator's house and be rewarded with money. This speech took place on Monday, 2 December 2019 at 12.50pm.

Data (7).

ZEE : Masih nggak berani bos buat ngelakuin gitu, ambil anak gelandangan trus ngentotin, bayanginnya sih kayaknya asyik, tapi ngeri resikonya... Video itu dari temen, iya **dia** ngerekam sendiri waktu ngejilatin pepek keponakannya, katanya sering diajak jalan jalan, dijamin, trus pas rumah sepi diajak nonton bokep, trus di praktekin sama dia, dan keponakannya mau jaga rahasia juga.

(I still don't dare to do that, take a homeless child and fuck her, I imagine that it looks like it's fun, but it is also risky... The video is from a friend, he recorded himself licking his nephew's vagina, he said he often invited her to go for a walk and buy her snacks, then when there is nobody at home, he asked her to watch porn together, then practice it with him, and his nephew is also good at keeping secrets too).

Context : ZEE's statement signalled concern over JON's suggested action of taking a homeless child as an

object of sexuality. This speech took place on Tuesday, 3 December 2019 at 11.05am.

Data (6) shows how JON uses the word "dia" to show the minors discussed in the previous conversation as victims of EEZ perpetrators. The use of the word "dia" in the statement refers to the victim. The same thing can also be observed in data (7) which uses the personal pronoun "dia" as in the sentence "iya dia ngerekam sendiri waktu ngejilatin pepek keponakannya". It can be understood that the EEZ perpetrator explained that the perpetrator was not the perpetrator, but his friend who was also a pedophile. Based on the contents of JON's conversation which stated that the perpetrator's actions by sending video files containing exploitation of minors were an act of sexual crime. The use of the word "dia" in this statement refers to a friend of the perpetrator who committed an act of sexual violence accompanied by a video recording for personal documentation and distribution to fellow paedophiles. In addition to the use of the third person pronoun in the form of the word "dia", it was also found the use of the personal pronoun in the form of "mereka" which was used by EEZ perpetrators to refer to victims, as presented in data (8) below.

Data (8).

ZEE : Pernah ngintip mertua sama adik ipar waktu **mereka** main ketempatku di Jawa, heheh... kalau boss JON bisa tertarik sama pepek anak kecil gimana ceritanya?

(I have once peeked at my in-laws and sister-in-law when they were visiting at my place in Java, heheh... if boss JON could be interested in a child's vagina, how did it start?).

Context : ZEE shared her experience of peeping at her in-laws and sister in law. In addition, ZEE also asked why JON was interested in minors. This conversation took place on Monday, 2 December 2019 at 09.17.

Data (8) states that pernah ngintip mertua sama adik ipar waktu mereka main ketempatku di Jawa, it can be understood that the perpetrator shared his story with the victims. ZEE explained that he once peeked at his little sister-in-law when she was sleeping. What did ZEE do through the stigma attached to the victim with the name "anak kecil" related to the statement kalau boss joni bisa tertarik sama pepek anak kecil gimana ceritanya? is something that can be categorized as exchanging experiences with victims who are minors. Based on the contents of the ZEE conversation which is stated by the use of the pronoun "mereka" in the statement, referring to in-laws and sister-in-law.

Based on the analysis of the use of third-person pronouns, it is possible to conclude that the pronoun dia is a possessive pronoun for the perpetrator of the crime, referring to both the victim and the perpetrator of the crime, while the use of the personal pronoun mereka refers to the situation and conditions as well as the issues discussed and to separate the perpetrators of the crimes themselves and the communities they follow. Using various personal pronouns to exert influence over speech partners in paedophile exchanges in e-mails serves as a tactic to escape personal accountability when making statements in describing events and expressions that have been heard and carried out.

According to this explanation, the use of personal pronouns demonstrates the authority of the perpetrator (man) and the victim (female). This is consistent with Reynolds, et al. (2020) comment on how pronouns are employed to experimentally change the gender of the perpetrator but avoids gender pronouns when characterising the victim. Power is gained in this pedophilic relationship by the use of personal pronouns that represent relational values and experiences.

Critical discourse analysis has generated a lot of interest from linguists as an interdisciplinary study of the relationships between language, power, and ideology, and it may be used to analyse linguistic aspects in different social and cultural contexts. The usage of personal pronouns is one of the linguistic strategies used to analyse. Power in paedophile e-mail conversations cannot be divorced from the existence of modes of expressing desires and playing active or passive roles.

The linguistic trait of personal pronouns employed by paedophiles to refer to the person or object being discussed or uttered by the speaker can also be used to refer to himself. Personal pronouns are classified into two types: subjective pronouns and objective pronouns. Criminals employ subjective pronouns to refer to subject complements or subject phrases, such as *saya*, *aku*, *dia*, *kamu*, *kita*, and *mereka*. The difference is that paedophiles employ objective pronouns to refer to the same person or thing as the comparable subject pronoun, but object pronouns are used as an object complement to a subject or as a complement to prepositional phrases like *aku*, *kita*, *kamu*, *dia*, and *mereka*. In pedophilic e-mail communications, the usage of Indonesian personal pronouns is split into three categories: first, second, and third-person pronouns.

The use of first-person pronouns, both singular and plural as in quotations (1), (2), and (3) as a strategy for self-presence concerning the relationship between power and solidarity. To show their power, paedophiles will use certain words or tenses, especially *saya*, *aku*, and *kita*. On the other hand, the two paedophiles use a very common way to show power and solidarity by choosing the right words to address the interlocutor and using certain words as well. Both paedophiles also use second-person pronouns, as in quotations (4) and (5), while the use third-person pronouns as in quotations (6), (7), and (8).

Based on the explanation provided above, this study discovered significant and new information in building power connections established by the two paedophiles through the use of personal pronouns. In paedophile contacts in e-mails, for example, the two paedophiles frequently employ the personal pronouns "*saya*" and "*aku*" as comments by perpetrators of crimes against their interlocutors regarding requests and as a kind of intimacy rather than other personal pronouns, as seen in data (1) and (2). As evidenced by data (3), both paedophiles not only speak for themselves and their victims but also as representatives of a paedophile community. In data (4) and (5), different things are found in the usage of the personal pronoun "*kamu*" to refer to the speech partner who committed a crime against the potential victim. As in data (6), (7), and (8), the pronoun "*dia*" will be used to allude to the success of an activity and vice versa.

There is, of course, a reason why the two paedophiles use different pronouns.

Thus, the findings of this study are consistent with the findings of (Chiu, et al., 2018), who found that identifying adolescent online chat with child sex offenders employs specific phrases (first person pronouns) as a kind of intimacy in indicating the use of self-disclosure treatment strategies. Argamon, et al. (2009) validated this by identifying paedophiles using linguistic traits useful for determining personal percentages and pronouns, such as the personal pronouns *aku*, *kamu*, and the reflexive pronouns *diriku*, *dirimu* (myself, yourself).

According to Ostermann (2003), pronoun change serves as a contextualization cue in face-to-face encounters. It demonstrates the various ways in which the pronoun state change is used to contextualise phenomena such as preference organisation and change in order and footing, as well as locally to exercise strength and unity. Pronoun substitution to refer to domestic violence, language, and gender. Håkansson (2012) investigates the usage of the pronoun *saya* when the speaker wishes to talk as an individual rather than as a group spokesperson.

The personal pronoun "*kami*" is used to evoke a sense of collectivity and to share responsibility. According to Lai & Reduzan (2013), the pronoun *kami* is in the exclusive form, referring only to the party speaking and not the person listening, whereas the pronoun *mereka* is used to separate oneself from others; whom speakers refer to when using them varies greatly between speakers. This study also demonstrates that the choice of pronominal and the person to whom the pronoun refers varies substantially depending on the context of the utterance.

This was corroborated by Dahnilsyah (2017), who noted that the use of pronouns in people is influenced by issues that arise in both social and political corridors, causing some individuals or groups to take positions. A variety of personal and social factors influence the usage of personal pronouns, including formality and informality, status, access to authority, social rank, and race. When it comes to personal pronouns, *we* and *we* can be used either inclusively or exclusively. They are widely used as a strategy to express solidarity. Meanwhile, their words are solely employed to share the blame, so that any action or policy that is

decided upon and agreed upon is not solely carried by individuals. Personal pronouns, on the other hand, are frequently employed by politicians as a method to attract support and establish trust.

According to the preceding ideas, language in critical discourse analysis is regarded as a social practice related to ideology and power relations. Furthermore, if a speaker or writer allows himself to be influenced by the communicant's thinking, knowledge, behaviour, and ideology, he has complete control over his mind. Such mental control is an example of power abuse. A similar thing occurs in the conversations of paedophile criminals who utilise personal pronouns tied to identity and ideology. They stand for both collectivity and individuality. Furthermore, criminals' pronouns are frequently utilised when referring to specific people or have even been misused to acquire the trust of fellow criminals and the paedophile group.

This study has theoretical implications, specifically critical discourse analysis (CDA) as a method for investigating the phenomena of power. As a result, the role of CDA as an analytical tool is of critical importance. Ethically indicates that problem-solving is always based on cultural issues that describe the classification based on study findings. When referring to problem solutions, it is always dependent on what is in the paedophile's e-mail interactions. In this study, CDA was utilised to indicate authority via the usage of personal pronouns in paedophile e-mail communications. In addition, CDA can also be used to reveal power, ideology and hegemony in the study of literary texts such as novels, short stories, plays and oral traditions.

CONCLUSION

Three inferences can be drawn from the preceding explanation. First, power is expressed through the use of personal pronouns in paedophile exchanges through e-mail, with a preference for first-person pronouns. The

findings of this study may shed light on power dynamics in paedophile e-mail interactions. I and I are used as statements by perpetrators of crimes against their interlocutors regarding requests for videos and photos suspected of containing elements of acts of sexual violence, and as a way for both paedophiles to refer to themselves rather than as a substitute for the speaker's name.

Second, paedophile interactions in e-mail tend to use second-person pronouns, namely "kamu" which are used more by criminals than other second-person pronouns. The pronoun "kamu" is not difficult to analyze because it is obvious. The choice and use of second person pronouns as a form to focus attention that a speaker is directly addressing people who are present cognitively or physically. This is what distinguishes the first and third-person pronouns from not giving a focus signal to the speech partner. Therefore, speakers and listeners pay less attention to second-person pronouns.

Third, paedophile interactions in e-mail tend to use the personal pronouns "dia" and "mereka". The use of "dia" as a paedophile possessive pronoun indicates something is associated with someone's possession, whereas the use of "mereka" as an inclusive pronoun is adopted as a strategy for expressing solidarity. Meanwhile, the word "mereka" is exclusively used to share responsibility in the form of actions decided and carried out by paedophiles. Thus, the two paedophiles in e-mail interactions project and express power through discourse in the form of using personal pronouns.

Essentially, the process of analysing paedophiles' language continues to evolve following the current era, leading to a variety of patterns of behaviour. As a result, a critical discourse analysis (CDA) researcher must be able to analyse the content and intentions contained in the text itself. Linguists must also be able to apply their knowledge to comprehend the ideas and actions of paedophiles on social media.

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EFFECTIVE HISTORY IN THE NOVELS TRILOGY OF RARA MENDUT BY Y.B. MANGUNWIJAYA: A GENEALOGICAL STUDY OF MICHEL FOUCAULT

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Abstract: Trilogy of *Rara Mendut's* novels are focused on four things with a working method based on Michel Foucault's genealogical theory which examines past events that can be used to see the present. The results of the study include: 1) the parental care system for children shows that children must receive sufficient attention, affection, and wholehearted care for their mental development; 2) unlimited power has an impact on people's misery, many enemies, leading tends to be cruel, and brings destruction; 3) the nature of a person is influenced by environmental factors; and 4) the essence of serving in real life is not one's superiors or institutions but to the people, especially those who are still suffering.

Keywords: effective history, genealogy, power

Excavation of various content contained in works of art/culture, especially literature, until whenever it will never run out/ ass (in Javanese) because the creative process of the author also goes through contemplation and filtering intense attention to the complexity of the problems of human life. Especially in the last decade. Along with the spread of the Covid-19 virus, literary and cultural treasures have sprung up. Literary genres that are super complex with various labels have a significant impact on theory as a knife of analysis, as an example of the emergence of all-Ethno-cultural reviews of literature/culture (Literary Ethnobotany, Ethnoscience, Ethnofeminism, Ethnozoology, Spice Literature, and many more). This shows

that the art of literature/ culture has never experienced a stagnation of creativity in various conditions, even the squashed conditions of life actually burst like mushrooms, new literary genres were born. As a logical consequence of such conditions, the limitations on existing literary/ cultural studies are no longer the time. Works of art including literature can be viewed from various dimensions depending on which perspective a researcher wants to start with.

This research is still related to efforts to explore the aspects contained in literary works (novels). Literary works/ novels, even if they were created in any year, as long as their contents are still relevant to the conditions of the times/present times, they are still worthy of

study. In fact, works that are timeless are always in accordance with the conditions of all times, including canon literature. One of the works that, although it has a very old historical background (the history of the Mataram kingdom), its main values and teachings are still relevant and can even be used as a guide for the current generation for character education and are very motivating.

The raw material for the novel trilogy *Rara Mendut* by Y.B. Mangunwijaya as the object of this research is indeed from the historical events of Mataram, even though it is very full of life values that can be learned. Various past events can be used as provisions for organizing future/future lives by using Michel Foucault's genealogy analysis knife. The working method of Michel Foucault's genealogical theory is by looking at aspects of past history which are considered still effective for a better provision of life in the future.

Based on this phenomenon, this research is entitled "Effective History in Novel Trilogy *Rara Mendut* Y.B.'s work Mangunwijaya A Genealogical Study by Michel Foucault. The research focus is related to the effective history contained in the novel which includes: 1) The Role of Parents towards Their Children, 2) Unlimited Power, 3) The Strong Influence of the Environment, and 4) The Purpose of Service. It is assumed that each of these four focuses contains knowledge which is the result of a confrontation between truth and error which is of great value in looking at/ dealing with the future. Thus the results of this study can also be used as material for mental therapy, refreshment, and encouragement for life in the future. The following is an explanation of some theoretical concepts related to this research.

Barker cites Foucault's archeology which is an exploration of real and specific historical conditions which contain various statements combined and arranged to form and define a particular field of knowledge/ object which presupposes the existence of a certain set of concepts and defines the boundaries of a certain 'regime of truth'. Foucault tries to identify the historical conditions and values that determine the formation of an orderly way of speaking about objects, namely discursive practices and the formation of discourse (2013: 152).

Referring to the genealogical theories taken into consideration, Scheurich's opinion (in

Denzin, 2011: 226) states that Foucault divides his work into three axes/fields of analysis. Archeology is a field of analysis of discursive practices that allows it to trace the formation of scientific disciplines (*know*). The second field of analysis is genealogy, namely the analysis of power relations and their technology. The third area is the patterns by which the individual becomes aware of himself as a subject, the work of self-care. These three fields are termed the 'archaeological dimension', 'genealogical dimension', and 'self-practice dimension'.

Lechte (in Hasbullah, 2007: 6) states that genealogy is history written for the interests of the present, namely the relationship with commitment to the problems that are ahead. History according to Foucault is a genealogy and an intervention so that the framework of knowledge and the model of understanding also changes.

Genealogy includes truth, where the focus is on the interrelationships between truth systems and power mechanisms (mechanisms by which a "political regime" produces truth). Genealogy does not seek to uphold special epistemological foundations, but wants to show that the origins of what we consider rational, bearers of truth, are rooted in domination, conquest, relations of forces or power (Foucault, 1997: 14).

Foucault pays a lot of attention to the mechanisms and strategies of power. It does not talk about what power is, but how power is practiced, accepted, seen as truth, and power that works in certain fields. Power is not possession, but strategy. Power as property can be acquired, shared, added, and reduced which ultimately has an impact on repression, intimidation, and various acts of violence (Kebung, 2002: 34).

Foucault states that every strand of history consists of relations of wars, battles and struggles which coercive forces exert against one another. The success of history belongs to those who are able to usurp its rules. Foucault also opposes the notion of power unified from above by the center of state power. The emphasis on power and subject relations presupposes multiple power relations. Power does not refer to a general system of domination by one group over another, but to various power relations. Power is not an institution, and not a structure, nor is it a power possessed; but the name given to a complex strategic situation in a society. Power is

everywhere and comes from everywhere Power is the direct result of division, inequality and imbalance (discrimination). In other words, power is an internal situation where there are differences. Where there is power there is always resistance, not in the sense of external or opposing forces, but because of the power itself (Haryatmoko, 2002: 11).

The discussion of the findings is based on the information presented in the following description which shows that the findings of previous researchers which have little resemblance are those of Brother Fuad's dissertation because they both use Michel Foucault's concepts/ theories. The element of similarity is very small, that is, they both revolve around systems of thought, but in terms of objects and applications of Michel Foucault's concepts, this study is very different.

In terms of research focus, it is different because Brother Fuad's dissertation uses a research focus: a) transformation of religious thought in the formative period, b) intellectual social relations of scholars and religious thought, c) contemporary religio-intellectual continuity and discontinuity. The continuity and discontinuity frameworks are studied to reveal transformations and shifts in religious thought within Muhammadiyah that are influenced by religious discourse. While the focus of this research is the study of genealogy in the trilogy of novels which include: 1) The Role of Parents towards Their Children, 2) Unlimited Power, 3) The Strong Influence of the Environment, and 4) The Purpose of Service.

Judging from the research object, previous researchers used writings (texts) produced by Muhammadiyah's leading 'ulama figures. These writings include books, articles in magazines or journals, and papers presented in seminars, recitations, or official Muhammadiyah forums, such as Mukhtamar, Tanwir Sessions, and others. Primary sources also include official Muhammadiyah documents, such as *Final decision*, *Muhammadiyah Almanac* and *Muhammadiyah Official News*. Plus, magazines *Muhammad's Voice* also an important source. Meanwhile, this study used the object/data source in the form of a trilogy of novels, namely *Rara Mendut* by Y.B. Mangunwijaya.

Meanwhile, in terms of findings, it can be described that Brother Fuad's findings related to the use of Foucault's concept are still limited to

systems of thought, while this research is more complex in applying Michel Foucault's concept. Likewise in terms of the possibility of its future development it can be applied to other literary works in the genres of prose, drama, and poetry. Discussion of the findings of previous researchers with this research can be described as follows.

The first researcher, Heru Marwata (2008) with the research title: *History of Indonesian Historical Novels: Communication between the World of Literature and the Real World*. The findings from this research are that there is communication between the two worlds, the world of literature and history. Second, Nurhayati (2010) with the title *Representation of Women in the Use of Address and Reference Speech (A Stylistic Study of Rara Mendut Novel by Y.B. Mangunwijaya)*. The findings of this research are that there is mutual influence between culture, language, and point of view. Third, Fuad (2010) with the research title *Continuity and Discontinuity of Religious Thought in Muhammadiyah (1923-2008): Review of Intellectual History*. The research finding is that there is a transformation and shift in religious thought within Muhammadiyah which is influenced by religious discourse.

Based on the explanation/ description of the previous researchers, it can be explained here that this research is not a reduplication of previous research, there are a few touch points, and even then they are not substantial in nature, namely Brother Fuad's research, although both use Michel Foucault's theory, the method of application and the object of study are very different. Thus elements *novelty* of this research are fulfilled.

METHOD

The research method used in this research is using Michel Foucault's genealogy theory work method with the following stages: the preparatory stage includes: determining the object of study (novel trilogy), determining goals, and focus; the research implementation phase includes: data collection begins with determining indicators (data identification), data classification (according to focus), data analysis, and conclusions; reporting stage.

Data collection techniques in this study used the documentation method, in the form of

library documentation. The library in question is in the form of texts in novels and sources from history that are related to the research focus referring to Michel Foucault's genealogical theory. To facilitate the collection of data from the object under study, the following research steps are used. 1) The initial step of the research is a literature study, thus establishing a trilogy of novels *Rara Mendut* by Y.B. Mangunwijaya as a data source/research object. 2) Intensive reading of the trilogy of novels *Rara Mendut* and record accordingly. 3) Data tagging or data identification by utilizing recording and coding according to the title of each novel. Data taken from the novel *Rara Mendut* be marked *RM*, novel *Genduk Duku* be marked *GD*, and novels *Lucy Lindri* be marked *LL*. This marking is then integrated and adapted to the needs of the research focus. 4) Grouping data using recording and coding according to the research focus. This recording activity is carried out simultaneously with data classification activities. Data are grouped according to focus, namely related to genealogical studies which have subfocus which will then be analyzed.

The data collection method is a method of collecting data from data sources in the form of novels, while data collection originating from historical knowledge sources is also carried out in a documentary manner. The data that has been determined according to the needs of the research focus are taken from written data in the form of historical source books, articles in magazines, and research results.

The working method of the genealogical approach by adjusting to the object of research is to explore effective history which includes: the role of parents towards their children, unlimited power, strong environmental influences, and the purpose of service reflected in the trilogy of novels *Rara Mendut* by Y.B. Mangunwijaya

The data source for this research is a trilogy of novels *Rara Mendut* by Y.B. Mangunwijaya, consists of three novels namely: *Rara Mendut* (*RM*), *Genduk Duku* (*GD*), and *Lucy Lindri* (*LL*) published by P.T. Gramedia Pustaka Utama, published year 2009, with a total of 799 pages. The choice of these three novels as data sources is because the three novels have a connection, especially the content of very complex philosophical ideas/ideas, as well as the depiction of characters, events, and settings that have relevance to Michel Foucault's theory. The

selection of data sources is also influenced by the historical content reflected in it, in fact it is even explicitly stated on the cover page that the trilogy was written based on historical sources. Given the historical content in the trilogy, this research also uses literature in the form of books that contain historical knowledge, especially the history of Mataram, magazines, and research publications that represent knowledge related to the research focus.

Research data is in the form of information related to the focus of research through understanding of words, phrases, sentences, paragraphs, and discourse in data sources that represent the role of parents towards their children, unlimited power, strong environmental influences, and the purpose of service is reflected in the trilogy of novels. *Rara Mendut* by Y.B. Mangunwijaya.

Data analysis techniques in this study were carried out using descriptive methods that were referred to/guided by Michel Foucault's genealogical theory. The chronology of the data analysis steps is detailed as follows. 1) Since data collection, data analysis activities are carried out simultaneously. The data is divided into several aspects according to the purpose and focus of the research. 2) Data verification. Checking the data by testing the validity of the data, there is data that needs to be removed or even add the required data. 3) Carrying out data reduction using the following steps: careful/intensive reading of the novel trilogy *Rara Mendut* by Y.B. Mangunwijaya, repeated reading to strengthen the data that has been collected, selected and compared, after passing the selection the data is ready to be presented. 4) Presentation of data using a data direct quotation system used to strengthen/sharpen the analysis accompanied by codes and data identities (from the novel *Rara Mendut/ RM*, *Genduk Duku/ GD*, *Lusi Lindri/ LL*). 5) The meaning or interpretation of each data presented according to chronology/ order or group, relates to Michel Foucault's understanding of genealogy theory. Make sense of the data presented by connecting the concepts in the theory related to effective history.

Based on these meanings/ interpretations, research results are obtained which are then discussed by looking at the relationship between the text and the meaning of Michel Foucault's genealogy theory in depth to obtain research

findings. At this stage it is called inference, which is the submission of opinions based on the relationship between data linkages and the researcher's statements and their suitability with theory. This conclusion stage is explained clearly so that it can be used as a reference as a result of research findings. The conclusion of the analysis is related to the suitability/accuracy of using the theory with the effort to explore all that is the focus of the research.

RESULTS AND DISCUSSION

Research Results

The depiction of past events as a bright material for reading present events and human life in the form of knowledge which is a confrontation between truth and error depicted in the trilogy of novels can be seen as follows.

The Role of Parents to Their Children

The description of the role of parents towards their children, in the novel it is described that the role of parents determines or colors the character/ nature of their children. Lack of parental attention to children or mistakes in how to enforce them on children will have an impact on the child's behavior, as seen in the data LL following.

Kekuasaan yang berlebih-lebihan adalah kegilaan yang tidak pernah hinggap pada binatang. Barangkali Mangkurat dulu sebagai Raden Mas Sayidin tidak pernah mengalami kehadiran seorang ibu yang benar-benar memberi bukti kasih sayang yang dibutuhkan anak? Dan ayah? Memanglah, yang dihadapi Raden Mas Sayidin tidak pernah seorang ayah, tetapi selalu Sang Panembahan, Baginda Raja, Kanjeng Susuhunan, Panglima Tertinggi Balatentara Mataram, Senapati-ing-Ngalaga, Sultan Agung. Maka jadinya begini ini, anak kerdil yang masih saja sampai tua merengek-rengok minta putik buah dada, guling perempuan, dan penyedot kenikmatan (Mangunwijaya, 2009: 754).

Excessive power is madness that never settles on animals. Perhaps Mangkurat, as Raden Mas Sayidin, had never experienced

the presence of a mother who really gave proof of the love that children needed? And dad? Indeed, what Raden Mas Sayidin faced was never a father, but always the Panembahan, His Majesty the King, Kanjeng Susuhunan, the Supreme Commander of the Mataram Army, Senapati-ing-Ngalaga, Sultan Agung. So it's like this, a stunted child who is still getting old whining for breast nipples, women's bolsters, and pleasure suckers (Mangunwijaya, 2009: 754).

The data excerpt can be described that children must get attention, enough affection, and wholeheartedly care for the development of their souls. This picture is very clear as the impact of a child who lacks love, which is actually whole body and soul, not outward love and can cause a child to have a hard, spoiled, and cruel heart. In the painting of past historical events, namely the relationship between parents and child rearing, it is clear that the impacts that can be learned can be learned from looking at the care system carried out by today's parents. As a parent, whether on the mother's or father's side, if each of them pays attention to their role proportionally, the profile of a child like Amangkurat can be avoided. Based on what Amangkurat experienced and the quality of his relationship with his parents, each has a value of truth and error that confronts each other.

Unlimited Power

Susuhunan Amangkurat's implementation of unlimited power when he was running his government always created crimes that tormented his people, even relatives and palace officials also felt the cruelty. In terms of running the reins of government, he always adheres to the rules/justifications, especially those that benefit the king, while also making mistakes that violate existing provisions. So as long as you rule while you are profitable, you don't see right or wrong being hit because the principle of unlimited power is indeed adhered to, as seen in the data LL following.

Dari mana datangnya kekejian yang sering begitu jahat meracuni diri seseorang seperti bekas Raden Mas Jibus ini?... Hanya manusialah yang sebenarnya tidak tahu batas-batas kekuasaannya Ataukah

jangan-jangan memang manusia sendirilah yang bernasib tidak pernah akan tahu batas-batasnya tetapi sedihnya selalu terkendali oleh batas-batas itu? Dan apa nyatanya? Seorang Raja belum tua tetapi sudah kurus bongkok seperti rongsokan. Seorang Senapati-ing-Ngalaga yang melolong-lolong menangis. Seorang penguasa kerajaan berpenduduk jutaan dan bertentara ratusan ribu dengan ratusan meriam, tetapi berjalan seorang diri, terseok-seok sendirian, tanpa ada yang menolong bila jatuh tersandung batu atau akar dina (Mangunwijaya, 2009: 754).

Where does this abomination come from which is often so evil as to poison someone like the former Raden Mas Jibus?... It's only humans who actually don't know the limits of their power. controlled by those boundaries? And what in fact? A king is young but already emaciated hunchbacked like a wreck. A howling Senapati-ing-Ngalaga was crying. A ruler of a kingdom with a population of millions and an army of hundreds of thousands with hundreds of cannons, but walks alone, stumbling alone, with no one to help when he falls over a rock or a root (Mangunwijaya, 2009: 754).

This principle finally had an impact as long as his government was not devoid of disputes, rebellions and what ultimately collapsed was not defeated by enemies from outside the palace but instead from within, namely the people themselves, as illustrated in the data LL following.

Sungguh! Sungguh! Mataram sedang terancam bahaya besar. Bukan pertama-tama dari Betawi atau luar, tetapi justru dari dalam. "Musuh Mataram yang paling berbahaya," demikian gumam duka Pangeran Purbaya, :adalah jantung Mataram itu sendiri." (Mangunwijaya, 2009: 731).

Really! Really! Mataram is in great danger. Not primarily from Betawi or outside, but rather from within. "Mataram's most dangerous enemy," said Prince Purbaya mournfully, :is the heart of Mataram itself." (Mangunwijaya, 2009: 731).

The data excerpts strengthen explanation that the king/ruler is using his power without limits will not last long and has many enemies and even takes a lot of victims so that the destruction is not caused by outsiders but rather from those closest to him, his own children/people.

Based on the description of the data and analysis, it can be described that power without limits, let alone believed as private property, has an impact on misery for many people, has many enemies, leads tends to be cruel/arbitrary, and ultimately brings destruction.

Strong Environmental Influence

Past events that can be used to see the present in which there is knowledge in the confrontation between truth and error can be observed from the incident that happened to Prince Aria Mataram, Crown Prince. When he was still very young, the Crown Prince got along well with the Dutch prisoners, which had an unfavorable influence on his personality. He has a spoiled nature and other unfavorable traits, namely often breaking fences, even vindictive, as seen in data from the novel GD following.

Ya mereka kenal perangai Raden Mas Jibus yang entah kemudian diberi nama panggilan cukup memalukan, Raden Mas Rangkah alias Pagar. Pagar kehormatan bagi baginda maharaja atautkah pagar sindiran karena beliau sering melanggar pagar-ayu? Padahal sudah didampingi sekian wanita yang cantik-cantik juga. Yah, yah, yah...pastilah itu karena pengaruh tawanan Holan yang sering dikaryakan oleh Susuhunan sendiri untuk mendampingi para ningrat kerajaan, begitu desa desus yang beredar. Orang tahu, betapa erat, ya terlalu erat sebenarnya, pergaulan Raden Mas Jibus dengan para tawanan orang-orang kafir berambut jagung itu. Para abdi dalem semakin mengkhawatirkan keadaan tuan Aria mereka yang sangat manja menjadi-jadi dari buruk ke lebih buruk lagi (Manunwijaya, 2009: 364).

Yes, they know the temperament of Raden Mas Jibus, who somehow later was given a quite embarrassing nickname, Raden Mas Rangkah alias Pagar. The fence of honor for the king of the maharaja or the fence of

satire because he often violates the fence? Even though he was accompanied by so many beautiful women too. Well, well, well...surely it was due to the influence of the prisoner Holan who was often employed by Susuhunan himself to accompany the royal nobles, so the rumors circulated. People know how close, yes too close actually was, Raden Mas Jibus' association with the captives of those corn-haired infidels. The courtiers are increasingly worried about the condition of their very spoiled master Aria, which is getting worse and worse (Manunwijaya, 2009: 364).

The data presentation makes it clear depiction that a person's character/ behavior is also influenced by social environmental factors. Associating with the Holan captives influenced the character of Prince Aria Mataram, namely he likes to play with women and is spoiled, always asking for gifts. His father's intention was to give him the freedom to mingle with the prisoners of the Holan nation so that Prince Aria Mataram could learn strategy, because problems that could not be solved formally through friendly/ informal relations, important/difficult issues could actually be resolved or overcome. Thus there was a clash between his father's good intentions and the direct consequences of this association.

Dedication Purpose

Historical events that have the function of seeing current problems can be seen in problems in dealing with life goals related to the problem of dedication. The essence of serving life, which is actually described in the novel trilogy, is that those who are served in this life are not superiors or institutions/institutions/ government, but rather the people, especially people who are still suffering or who have been made to suffer. Implicit and explicit goals of dedication are seen in the novel data LL following.

Biar! Bagi Purbaya, kaulah Tumenggung Mataram. Jawablah dengan jujur. Siapa sebetulnya yang harus kita abdi?" Allah tunggal satu-satunya tentu saja, Pangeran."
Bukan itu yang Purbaya maksud. Pada tingkat bumi yang berlumpur saja. Siapa? Raja atau negara?"

Jikalau hambamu Singaranu diizinkan jujur...apa boleh ini hamba katakan?" ...

Bila itu yang Pangeran tanyakan, Singaranu terpaksa menjawab: bukan raja bukan negara."

Lalu...?"

Yang pantas kita abdi ialah rakyat. Kawula semua. Teristimewa yang masih menderita dan dibuat menderita." (Mangunwijaya, 2009: 731-732).

"Let! To Purbaya, you are the Tumenggung of Mataram. Please answer honestly. Who exactly should we serve?"

"The one and only God of course, Prince."

"That's not what Purbaya meant. At the muddy earth level only. Who? King or country?"

"If your servant Singaranu is allowed to be honest...what can I say?"...

"When that's what the Prince asked, Singaranu had to answer: not the king not the country."

"So...?"

"What we deserve is the people. All of us. Especially those who still suffer and are made to suffer." (Mangunwijaya, 2009: 731-732).

Based on the essence of the conversation between Tumenggung Singaranu and Pangeran Purbaya, it can be explained that in the activities of community life that become the basis and purpose of our devotion are the people, especially the people who are still suffering or who have been made to suffer, not the superiors/ state/ government let alone the interests/ self-satisfaction of individuals or groups. The reflection of the mental attitude to determine the direction of devotion in community life is not only seen in the attitude of Tumenggung Singaranu, in the novel trilogy it is also seen in the attitude taken/ chosen by the character Peparang (Lusi Lindri's husband), the fighters who love the small people, and Luwak Luweng, as seen in novel data LL following.

Demi tugas-tugas rahasia selaku juru penghubung antara Pangeran Purbaya dengan Tumenggung Singaranu, antara pejuang-pejuang pen-damba keadilan dan susila kemanusiaan di wilayah timur maupun barat Sungai Opak, Peparang telah

memindahkan pondok pemantauan serta lumbung perpekalannya yudha-sandi-nya dari dataran tinggi Pegunungan Kidul ke suatu sudut segitiga terpencil antara Sungai Opak dan dinding-dinding pegunungan sisi barat, seberang timur Segarayasa yang masih lebat gelap rimba rayanya. Dengan Sungai Opak dan Segarayasa selaku penghalang alami serta garis pertahanan buatan tersembunyi yang sangat sulit dilewati oleh orang luar, pilihan Pepering tepatlah. Kedudukan pondok-pantau si Peparing benar-benar sukar diketahui para telik sandi istana maupun orang-orang lain yang tidak berkepentingan.

Khususnya selaku pos penghubung antara Tembayat dan kekuatan-kekuatan pecinta rakyat kecil dari Kotagede sampai Karangbolong Page-len. Teristimewa dengan para pengikut Raden Kajoran di daerah sekitar Tembayat Wedi...(Mangunwijaya, 2009: 733)

For the sake of his secret duties as a liaison between Pangeran Purbaya and Tumenggung Singaranu, between the fighters seeking justice and humane morality in the east and west of Sungai Opak, Peparing has moved the monitoring hut and the storage barn. udha-sandi- from the plains of Pegunungan Kidul to a corner of a remote triangle between the Opak River and the walls of the mountains on the west side, across from the east side of Segarayasa which is still densely dark with its jungle. With Sungai Opak and Segarayasa as natural barriers and hidden artificial defense lines that are very difficult for outsiders to pass, Pepering's choice was right. The position of Peparing's guardhouse is really difficult for the palace code spies or other disinterested people to know.

Especially as a connecting post between Tembayat and the forces of small folk lovers from Kotagede to Karangbolong Page-len. Especially with the followers of Raden Kajoran in the area around Tembayat Wedi...(Mangunwijaya, 2009: 733).

The attitude chosen by the character Peparing in the data excerpt can be explained that the task he carries is to be the link between

Tumenggung Singaranu and the fighters who seek justice and humane ethics. Thus, what the Peparing groups are fighting for is the interests of the people as the party that bears the suffering in reality. In line with what is fought for/ what is the purpose of Peparing and his friends' devotion is the determination of Prince Selarong's character, as seen in the data from the novel *LL* the following. "No, Selarong did not originally serve the King. Serving the King correctly, in line with the Truth, well, that's it..." (Mangunwijaya, 2009: 593).

Based on the presentation of the data and analysis, it can be explained that the mental attitude related to the purpose of service is the interests of the people who are still suffering and the people who have been made to suffer as the mental attitude chosen by the figures Tumenggung Singaranu, Peparing, warriors seeking justice, and Prince Selarong. All of these characters are described as protagonists who can lead a peaceful life, have power over themselves, are independent, are more meaningful because they provide benefits to many people.

Discussion

Discussion of the results of the discussion of theory in this study theoretically the concepts used are relatively new (never been used in research in the field of literature) is an innovation. This research thus can be said to support/ confirm Michel Foucault's theory.

Discussion of the theory that is used as a reference in research refers to genealogical theories that are taken into consideration, namely Scheurich's opinion (in Denzin, 2011: 226); Lechte (in Hasbullah, 2007: 6); Hardiyanta, 1997: 14-15; Flower, 2002: 34; Haryatmoko, 2002: 10-11.

The field of genealogical analysis is the analysis of power relations and their technology. Lechte (in Hasbullah) states that genealogy is history written for the interests of the present, namely a relationship with a commitment to future issues. History according to Foucault is a genealogy and an intervention so that the framework of knowledge and the model of understanding also changes.

Genealogy includes truth, where the focus is on the interrelationships between truth systems and power mechanisms (mechanisms by which a "political regime" produces truth).

Genealogy does not try to establish special epistemological foundations, but wants to show that the origins of those who are considered rational, carriers of truth, are rooted in domination, conquest, relations of forces or power (Foucault, 1997: 14).

Foucault states that every strand of history consists of relations of wars, battles, and struggles which coercive forces exert against one another. The success of history belongs to those who are able to usurp its rules. Foucault also opposes the notion of power unified from above by the center of state power. The emphasis on power and subject relations presupposes multiple power relations. Power does not refer to a general system of domination by one group over another, but to various power relations. Power is not an institution, and not a structure, nor is it a power possessed; but the name given to a complex strategic situation in a society. Power is everywhere and comes from everywhere. Power is the direct result of division, inequality and imbalance (discrimination). In other words, power is an internal situation where there are differences. Where there is power there is always resistance, not in the sense of external or opposing forces, but because of the power itself (Haryatmoko, 2002: 11).

Discussion of the findings based on the information presented shows that the findings of previous researchers which have little resemblance are those of Brother Fuad's dissertation because they both use Michel Foucault's concepts/ theories. The element of similarity is very small, that is, they both revolve around systems of thought, but in terms of objects and applications of Michel Foucault's concepts, this study is very different.

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Judging from the research object, previous researchers used writings (texts) produced by

Muhammadiyah's leading 'ulama figures. These writings include books, articles in magazines or journals, and papers presented in seminars, recitations, or official Muhammadiyah forums, such as Mukhtamar, Tanwir Sessions, and others. Primary sources also include official Muhammadiyah documents, such as *Final decision*, *Muhammadiyah Almanac* and *Muhammadiyah Official News*. Plus, magazines *Muhammad's Voice* also an important source. Meanwhile, this study used the object/data source in the form of a trilogy of novels, namely *Rara Mendut* by Y.B. Mangunwijaya.

Meanwhile, in terms of these findings, it can be described that the findings of Brother Fuad related to the use of Foucault's concept are still limited to systems of thought, while this research is more complex in applying Michel Foucault's concept. Likewise in terms of the possibility of its future development it can be applied to other literary works in the genres of prose, drama, and poetry.

This research provides the following practical implications: Improving the competence of literary appreciation for literary activists. Literary activists in this case are also related to the practical implications of this research because they can contribute to the diversity of choices in studying literature. Increasing the love of reading historical novels because by applying Michel Foucault's theory various knowledge can be obtained. The knowledge that has been dug/explored in this research can add information and interest in the literary community because it is realized that reading novels/ similar works can foster a sense of awe of historical figures and can emulate the good things that are reflected through character. character.

Michel Foucault's theory can be used to explore various knowledge in novels, it can also be used for literary works *genre* others (poetry and drama). This is useful for academics because it can add to the repertoire of studies and serves as a challenge in the future field of research. Because from a theoretical point of view this research is a novelty in the field of literature, literary researchers can make use of it/develop it in accordance with existing literary genre preferences.

The work method of Michel Foucault's genealogy theory can be used as a model for educational practitioners because it can be used

as a source of learning in relation to the application of the latest theories so that variations in models of learning literature are also maintained. Thus the interest of students to be more fond of reading both literature and literary theory will be more motivated.

CONCLUSION

Based on data analysis and conclusions, theoretical and practical findings can be produced. The system of truth regarding absolute power for its own sake causes rulers to freely act cruelly, causing reactions of rebellions from within their own territory. The desired system of power is one that is based on an ideal/ a new mood about the will to struggle to bring peace and prosperity to the people with an atmosphere encompassed by compassion, which has the ability to change a vicious/ violent/ violent situation into a calm/ peaceful/ mutually compassionate one. insolence gives priority to humanity.

Effective history is the moments in which truth and error confront knowledge. Knowledge which is a confrontation between truth and error which is described in the trilogy of novels is in the form of: the role of parents towards their children that children must get attention, sufficient affection, and care wholeheartedly for the development of their souls, because if not it

can cause children to have a hard heart, spoiled, and cruel.

Unlimited power always creates crimes that torment its people, even relatives and palace officials also feel the cruelty. Kings/rulers who use their power without limits will not last long and have many enemies and even take quite a number of victims so that the destruction is not caused by outsiders but rather from those closest to them, their own children/sons and people.

The recommendation of this research is that Michel Foucault's theory can be used to explore various knowledge in novels, it can also be used for literary works *genre* others (poetry and drama). This is useful for academics because it can add to the repertoire of studies and serves as a challenge in the future field of research. Because from a theoretical point of view this research is a novelty in the field of literature, literary researchers can utilize/ develop it according to their interests in existing literary genres.

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