

TEKNOSASTIK

Jurnal Bahasa dan Sastra

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Register of Online Transactions in the Field of Beauty on Social Media Instagram

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Sekolah Tinggi Ilmu Bahasa Asing Invada

Abstract

This current research aimed to find out and describe the form of registers that are in the online buying and selling in the beauty field and to find out how the registers are formed. The online beauty shop was chosen because it considers a lot of enthusiasts and interactions between sellers and buyers in the buying and selling process. With the development of online beauty shops, it is possible has variations in the register used. Based on that reason, the author are interested in analyzing more about the register term found in the online beauty shop. The method used in this research is descriptive qualitative and data collection techniques used in this research are documentation. The data of this research are the register terms in two beauty online shops on Instagram. The source of data is written utterances from sellers and buyers that communicate during the online buying and selling process. The result of this research indicates that there are thirty five out of forty register terms which include in word formation process among others are ten register terms as abbreviations, one register terms as back formation, five register terms as clipping, six register terms as compounding, one register terms as inflection, four register terms as derivation, and the last is seven register terms as Indonesian affixation + English morpheme. The usage of register terms is influenced by the age, educational levels, and occupation of buyers.

Keywords: register, online shop, sociolinguistics.

Introduction

In fact, real conversations with online conversations are different. Buying and selling transactions in online stores in this millennial era cannot be separated from communication and social, especially sociolinguistics.

Sociolinguistics examines the relationship of language and society, which relates two fields that can be studied separately, namely the formal structure of language by sociology and the structure of society (Wardhaugh 1986: 4; Holmes 1992: 1; Hudson 1996: 2). The languages of people in society are different from each other. Each of them has its characteristics, this can occur because of differences in social class, educational levels, gender, and age.

Technological development is not only limited or measured by the development of electronic goods and so on, but this technological development can also increase a sizable business, a business can also be run via the internet which is called online business. This business model relies on or uses the internet as a means of communication carried out by consumers and buyers.

Examples of such communication processes are the process of offering goods, ordering, to the approval of prices and payments, it is a communication process that relies on the internet. Buyers do not need to go far, to go to the grocery store, do not need to

leave the house just enough or queue to pay in cash or jostle with people to choose or by goods just to buy or get the desired item. It can be said, the buyer just simply sits quietly at home or wherever they are and the desired item will be sent directly to the buyer's place.

In the selling process between buyers and seller that occur, there is the use of language, both in the form of offers/promotions of goods sold and forms of conversation between sellers and buyers. In the use of this language, several vocabularies can be found that are online trading transactions and their formation process.

In January 2018, the Snapcart research institute surveyed 6,123 respondents conducted through the Snapcart application utilizing Optical Character Recognition (OCR) technology. Revealed that millennial generation is the most shopper in the e-commerce sector, which is 50 percent (25-34 years). The majority of online shopping consumers by gender are women with 65 percent. When combined with generation Z (15-24 years) the number of shoppers from the younger generation reaches around 80 percent. Which means millennial and z generation dominates the online market. This happens because millennials are the first generation to see the internet as a great discovery and change everything while Generation Z is a generation that was born when the internet and social media have become daily. In addition, the demographic bonus in Indonesia at a productive age is very high, productive age in Indonesia is the millennial generation and generation z.

Many linguists mention about the register that it is as a language style whose choice of vocabulary depends on context. Usually, every activity must have a unique language register. Register is also a variation of the language concerned with its use, usage or function. The occurrence of language variations is caused not only because the speakers are not homogeneous and live in a very wide area, but because of the diversity of social interaction activities of the speakers. The more human interaction activities, the more variations in language will occur.

In this research, the author focuses on sociolinguistic analysis studying the register as a kind of language variation. The purpose of this research is to find out and describe the form of registers that are in the online buying and selling in the beauty field and to find out how the registers are formed. The author uses the online beauty shop especially Instagram because today a lot of people use this platform and it makes more efficient in shopping activity. The online beauty shop was chosen because it considers a lot of enthusiasts and interactions between sellers and buyers in the buying and selling process. With the development of online beauty shops, from the things discussed earlier also have variations. Based on that reason, the author are interested in analyzing more about the register term found in the online beauty shop.

Theory and Method

Sociolinguistics is a branch of linguistics belonging to macro linguistics. Sociolinguistics is a combination of sociology and linguistics but they are closely related. The object used as a study in sociolinguistics is a language not sociology (the science of the nature, behaviour, and development of society). Sociolinguistics and social linguistics are two disciplines with different objects of study. One studies language and the other studies social conditions. According to Abdul Chaer (1994), sociolinguistics is a linguistic sub-discipline that studies language in the context of its use in society. The subject discussed in sociolinguistics is the use and use of language, the place of language use, grammar levels, the various consequences of contacting two or more languages, and the variety and timing of the use of different languages.

Register is a variation of language that the appearance of variation by various factors that influence it. According to Halliday (1994:25), registers are the language in use today,

depending on what is being done. In addition, the nature of the activity reflects other aspects of the social level that usually involve people. Mesthrie (2009) argues that the most reason fundamental for the emergence of language variations closely related to social networking. It is stated with people tend to talk like the people they talk to most of the time.

Register as a form of language variation due to the specific nature of the wearer's needs. Register, in other words, can be interpreted as an ordinary language used today, the language that depends on what someone does and usual social level involving certain communities (Suwito, 1985:25).

Based on the concept of this research register it refers to the morphological process, the form of language style variations in online shopping transactions on social media. In linguistics, morphology studies the composition of parts of words in the correct grammar. Kridalaksana (2008: 142) defines morphology as a linguistic field that studies morphemes and their combinations, parts of the structure of this language that encompass words and parts of words, namely morphemes.

Morphological processes according to Kridalaksana (1989:12), which include affixation, reduplication, composition, abbreviations, metanalysis, back-derivation and morphophonemic. In this research not all morphological processes are discussed in just a few.

The word formation process is the formation of new words to give new meaning by adding a prefix or suffix to a word. According to Lieber (2009:6) word formation or lexeme formation is a morphological study of the process of forming new words from the old, which can change word categories and add importance, or simply change word categories but do not add importance to them, and vice versa.

The language used in online shopping transactions on social media is a form of casual variation. According to Purwanto (2011:4) Language communication in business that emphasizes the achievement of sending messages to consumers. Communicators must understand and master how to arrange words that can attract buyers and how to choose the right communication in the media.

Online shopping events on social media are written forms of trade transactions, in this case, there are no face-to-face meetings or meetings between sellers and buyers directly. Therefore, the seller must be able to sort and make interesting words or promotions, the seller must be able to influence the buyer's interest through words made or promotions made by the seller.

Online shopping is a process where the buyer directly buys various items, services, and others from sellers. The buyers can visit several platforms such as Instagram, Facebook, Twitter, Shopee, Lazada, etc. with their mobile phone or computer by connecting to the internet. A lot of words are created or the meaning has change depends on the context in any platform especially at online shops.

This research uses a qualitative descriptive study. The data of this research are the register terms in two beauty online shops on Instagram. The source of data is written utterances from sellers and buyers that communicate during the online buying and selling process.

To collect the data, the author used documentation. The author takes the following steps to analyze the data collecting technique. First, the author classified the register form of written utterance between the seller and buyer in communicating during the buying and selling process in two online shops (bss_stuff and princessbeautystore) because both online shops are already trusted and have numerous Instagram followers. Second, classifying the data that include register used in the beauty field based on the trade registers. Third, after

obtaining the trade register in the beauty field the author analyzes the data by identifying the word formation processes that occur in register at online stores in the beauty field.

Findings and Discussion

From the data collected the author found forty register terms that are used in the two online shops. These registers are included in the register commonly used in the buying and selling process. Here is the following a description of the analysis carried out:

Table 1. Register Terms

Register Terms			
1.	Sis	21.	DP
2.	Order	22.	PAP
3.	Blacklist	23.	PP
4.	Price	24.	KW
5.	Update	25.	OTW
6.	Keep	26.	Beb
7.	Trusted	27.	Testi
8.	All Size	28.	Promote
9.	Restock	29.	Endorse
10.	Size	30.	Pick Up
11.	Ready	31.	Review
12.	Variant	32.	Fee
13.	Sold Out	33.	Chat
14.	Reseller	34.	Ori
15.	Customer	35.	Ready Stock
16.	TF	36.	Best Seller
17.	PO	37.	Slow Respon
18.	DM	38.	Promo
19.	WA	39.	Upload
20.	COD	40.	Stock

The author also analyzes the word formation processes in forty register terms. The result shows that there are thirty four words that encountered the word formation processes because it has the process of creating new word and terms from the use of old words. The data contains ten register terms as abbreviations, one register terms as back formation, five register terms as clipping, six register terms as compoundings, one register terms as inflection, four register terms as derivation, and the last is seven register terms as Indonesian affixation + English morpheme. While six register terms (*price, size, ready, variant, fee, and upload*) don't have the process to create a new word. Here is the following is a description of the analysis carried out :

1. Abbreviation

There are ten register terms that classified as abbreviation.

1. TF, derived from the word Transfer.
2. PO, derived from the word Pre-Order.
3. DM, derived from the word Direct Message.
4. WA, derived from the word Whatsapp.
5. COD, derived from the word Cash On Delivery.

6. DP, derived from the word Down Payment.
7. PAP, derived from the word Post A Picture.
8. PP, derived from the word Paid Promote.
9. KW, derived from the word Kwalitas/Kualitas.
10. OTW, derived from the word On The Way.

The word TF is taken from the first sound in each syllable (**T**ransfer), the word PO is taken from the first sound in each syllable (**P**re-**O**rders), the word DM is taken from the first sound in each syllable (**D**irect **M**essage), the word WA is taken from the syllable W and A (**W**hatsapp), the word COD is taken from the first sound in each syllable (**C**ash **O**n **D**elivery), the word DP is taken from the first sound in each syllable (**D**own **P**ayment), the word PAP is taken from the first sound in each syllable (**P**ost **A** **P**icture), PP is taken from the first sound in each syllable (**P**aid **P**romote), the word KW is taken from the first and second words (**K**walitas), the word OTW is taken from the first sound in each syllable (**O**n **T**he **W**ay).

2. Back Formation

There is one register term classified as back formation.

1. Promote, derived from the word Promotion.

The word *promotion* undergoes a process of shortening by cutting off a suffix to form a new word. *Promote* ← *promotion*.

3. Clipping

There are five register terms classified as clipping.

1. Beb, derived from the word baby.
2. Sis, derived from the word sister.
3. Reg, derived from the word regular.
4. Ori, derived from the word original.
5. Testi, derived from the word testimony.

The word *baby* is reduced to a shorter form *beb*, the word *sister* is reduced to a shorter form *sis*, the word *regular* is reduced to a shorter form *reg*, the word *original* is reduced to a shorter form *ori*, the word *testimony* is reduced to a shorter form *testi*.

4. Compounding

There are six register terms classified as compounding.

1. Sold Out
2. All Size
3. Ready Stock
4. Best Seller
5. Slow Respon
6. Blacklist

The word *sold* + *out* are combined then produces *sold out*, the word *all* + *size* are combined then produces *all size*, the word *ready* + *stock* are combined then produces *ready stock*, the word *best* + *seller* are combined then produces *best seller*, the word *slow* + *respon(se)* are combined then produces *slow respon*, the word *black* + *list* are combined then produces *blacklist*.

5. Inflection

There is one register term that classified as inflection.

1. Trusted

There is a word modification process that is done because of grammatical interest (*trust* → *trusted*).

6. Derivation

There are four register terms classified as derivation.

1. Reseller
2. Restock
3. Review
4. Customer

Reseller is a new word that created by adding prefix re-, Restock is a new word that created by adding prefix re-, Review is a new word that created by adding prefix re-, Customer is a new word that created by adding the suffix -er.

7. Indonesian affixation + English morpheme

There are seven register terms classified as Indonesian affixation + English morpheme.

1. *Orderan*
2. *Diendorse*
3. *Ngekeep*
4. *Ngechat*
5. *Promoin*
6. *Ngestock*
7. *Updatean*

Orderan is a word from English Morpheme *order* mixed by Indonesian suffix -an, *Diendorse* is a word from English Morpheme *endorse* mixed by Indonesian prefix di-, *Ngekeep* is a word from English morpheme *keep* mixed by Indonesian prefix nge-, *Ngechat* is a word from English Morpheme *chat* mixed by Indonesian prefix nge-, *Promoin* is a word from English Morpheme *promo* mixed by Indonesian suffix -in, *Ngestock* is a word from English Morpheme *stock* mixed by Indonesian prefix nge-, *Updatean* is a word from English Morpheme *update* mixed by Indonesian suffix -an.

Base on the data above, the author found the high frequency data of word formation process are in abbreviation and Indonesian affixation + English morpheme. It relates to the user of the internet that are mostly from millennial and Z generation. The occurrence of the use of abbreviation or mixing Indonesian affixation + English morpheme is influenced by factors, among others: social, educational level, age, gender, topic conveyed, and goals to be achieved. This happens because buyers come from various regions with different social status, educational levels, and ages.

Conclusion

The usage of register terms is influenced by the age, educational levels, and occupation of buyers. Most of the buyers use the abbreviation and Indonesian affixation + English morpheme. This was proven from the data that the author found a seven word

formation process, among others ten register terms as an abbreviation, one register terms as back formation, five register terms as clipping, six register terms as compounding, one register terms as inflection, four register terms as derivation, and the last is seven register terms as Indonesian affixation + English morpheme.

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Sasak Woman's Dignity: The Representation of Lombok in the Novel *Sri Rinjani*

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Abstract

This article discusses about the representation of Sasak woman in a contemporary novel entitled *Sri Rinjani*. This article explains how Sasak women are described in the novel *Sri Rinjani* and explains the production source of that description. This article used representation theory which combined two approaches: semiotic approach and discursive approach. Through those two approaches, representation theory can theorize the practice of meaning production and knowledge about Sasak woman. The analysis showed that Sasak women struggle their dignity as a woman. *Rinjani* and Malaysia was mobilized to construct the meaning of woman. *Rinjani* as a Sasak's cosmological centre was used to justify the action to struggle the dignity of Sasak woman. Dignity cannot be reached even by money. Malaysia only gave pain. Malaysia did not give happiness, but only gave pain. *Sri Rinjani's* effort in achieving dignity was helped by a rich Sasak man, who was in the same age of his father. For the dignity, she marry with Pak Kamil, so the kindness was give as husband and wife. Dignity cannot be achieved by the effort of Sasak woman herself, but also by the contribution of Sasak man. The effort in achieving dignity was the construction of Sasak woman in 2000's until now.

Keywords: Sasak woman, *Sri Rinjani*, dignity

Introduction

Contemporary Indonesian literature focuses in the things related to ethnicity which is represented in Indonesia literacy. Contemporary Indonesian literature becomes a space of ethnicity to be discussed. Subardini (2011) observes the stratification of Balinese people in the novel by Oka Rusmini. Suroso (2011) discusses the nobility of Java in seven Indonesian novels. Wildan (2013) and Suwignyo (2013) focus on the local wisdom contained in Indonesian novel and poetry. Hardiningtyas (2015) realizes that *Bumi Manusia* novel is related to javanese culture. A research towards *Bumi Manusia* novel previously interpreted in the context of post-colonialism, not in the context of ethnicity. Kurnia (2015) do the same thing, that is by reading Andrea Hirata's in the context of ethnicity. Andrea Hirata's work represents the local colour of Melayu (Kurnia, 2015).

Wijanarti proposes different thing compared to the ethnicity mentioned above. Wijanarti (2015) sees the problem of *nyai* in the Borneo folklore. Nevertheless, the folklore is articulated in the context of Indonesia's culture because it uses Indonesian. *Nyai* is represented as a beautiful and smart sasak woman, who can also be a leader (Wijanarti, 2015). Satrya (2018; 2019) describes Lombok in a contemporary indonesian literature. Lombok is described in Indonesian literature in the context to resist the feudalism and capitalism (Satrya HD, 2018). In those contexts, the alternative perspective is romanticism (Satrya HD, 2018). Romanticism in Lombok-Indonesian Literature is different with the romanticisms proposed by the literatures of Balai Pustaka Baru. Romanticism in the novel *Opto Ergo Sum* with the standard of refusing the unification (Satrya HD et al., 2019).

In this article, the Contemporary Indonesian literature in the context of ethnicity is explored by raising the issue of Sasak women in the novel *Sri Rinjani* by Eva Nourma. Sri Rinjani strives her dignity as a woman. Sri Rinjani's struggle for dignity was placed in the context of relations between the two countries, Indonesia and Malaysia. Sri Rinjani obtained the dignity through education by earning a bachelor's degree. To get a degree, Sri Rinjani's father became an Indonesian Worker in Malaysia. Malaysia is the only hope for solving their financial problem. Unfortunately, Malaysia is not giving happiness. Otherwise, it remains pain. Sri's father died in an accident. This condition complicates the situation of Sri Rinjani and his mother. His life then depended on Pak Kamil, his father's best friend. Feeling indebted, Sri Rinjani's mother questioned Pak Kamil's kindness, whether the kindness was sincere or not. For Pak Kamil, that kindness was an attempt to repay Sri Rinjani's father for being saved when he was stranded on Gili Kondo when he went fishing. However, because that kindness continues to be questioned, then Pak Kamil wants to marry Sri Rinjani so that Nur no longer feels indebted. Feeling indebted, finally she allowed Sri Rinjani's marriage to Pak Kamil. The marriage was perforce accepted by Sri Rinjani. She accepted the marriage as a way to reach her dream to become a dignified woman and then she can provide decent education for children in Selayar Village.

The novel puts Sasak women in the hands of men. Sasak women's struggle for dignity is not a struggle against male domination, but a struggle against poverty. Education is assumed to be the only way to get out of poverty. By becoming Pak Kamil's wife, the path to realize her dreams is clearly visible. The dignity of Sasak women is not dignity that can be achieved alone. Sasak women need help from Sasak men, not help from Malaysia. Ringgit is not a solution, but a source of grief as said by Haris (2002) hunting ringgit, sharing poverty.

Theory and Method

To explain the representation of Sasak women in Sri Rinjani's novel, this article uses the representation method in the perspective of cultural studies. Conceptualization is conceptualized into two approaches, namely semiotic approach and discursive approach (Hall, 1997). The first approach assumes that the language used in Sri Rinjani novel consists of open-ended markers and markers, which in Barthes's term is called as mythology. Representation is defined as the production of meaning through the language (Hall, 1997). The second approach assumes that Sri Rinjani's novel is a discourse. The first approach requires the classification of data in the form of sentences and paragraphs in the novel that provide information about Sasak women. The second approach requires discourse data. Discourse data in the form of articles or books obtained by literature study. The data are related in their analysis. Because the first approach tries to find meaning, the second approach tries to find the source of meaning. In connecting the two, the researcher's position as a Lombok person plays a minor role in explaining the relationship between the results of the analysis. The results of the analysis are explained based on a hierarchy of data, from novel analysis to discourse analysis, from meaning to discourse.

Findings and Discussion

Meaning Mobilization of Rinjani

Rinjani is the name of a mountain in Lombok. Gunung Rinjani is known as the cosmologic centre of Sasak people (Fathurrahman, 2017). Mount Rinjani is located in northern side of Lombok Island. Nevertheless, north in the perspective of Sasak people is a representation of civilization. North in Sasak language is *daya*. The opposite of north is south. *Daya* is opposite to *lauq*. Lombok civilization lies on those directions. In *daya* is

found the oldest mosque and in *lauq* is found the oldest tomb. *Daya* means mount and *lauq* means sea. If *daya* is equivalent with mount, so *lauq* is equivalent with sea. The movement from *daya* to *lauq* is the movement from live to dead, because *daya* symbolizes the civilization while *lauq* symbolizes death. The initial phase of life is mount, so mount is a representation of life, representation of a mother. Sasak people often say *Gumi Sasak, Gumi Nine* (woman). Because the representation of origin and the representation of place are the woman, so the origin of Sasak people is woman. Therefore, Dewi Anjani who becomes the queen of genie in Mount Rinjani becomes the origin of the life in Lombok.

The meaning of Rinjani is mobilized in the novel *Sri Rinjani*. Rinjani becomes the name of the poor Sasak woman who tries to achieve the dignity as a woman.

If you really proud of Mount Rinjani. O father, you always give me a secret which I should find the answer by myself. Ehm. Maybe you are confused to decide the best name for the beautiful child who was born. At least, beautiful considered by herself, then father takes the word *Sri Rinjani* to express all beauties around him (Nourma, 2011)

Sri Rinjani (Sriri) interprets that the name given by her father is the name which represents the beauty, a prideful name. The beauty of Mount Rinjani is a beauty in natural definition. People of Selayar village, the hometown of *Sri Rinjani*, still exist naturally. As a woman, as the origin of Dewi Anjani starts a living in Lombok, Sriri initiates a civilization in that village. Yet, the beauty expected is a beauty in the natural definition, not in a cultural definition.

Hunting Ringgit, Chasing Dreams

The novel tells the condition of society in East Lombok, specifically in Selayar village. The novel describes that the condition of people in that village is really poor. The citation below shows the poverty of people in the village.

In the evening, many mothers and her daughters usually collect black rocks on the coastline. It is the main livelihood of the majority of people in Selayar village. Selayar village is a small village but elongated following the direction of the sea. Selayar is located in the eastern edge of south Lombok. From Selayar, the face of the western Sumbawa looks like *sepenggalah dari daratan*. It is normal when shirtless children in Selayar village always dream of crossing the sea, then perching in the foot of mountain in Sumbawa Island which looks like a wall in the edge of the sea. Then, boasting Lombok Island from there. Only can boast. Many villagers of Selayar work as pumice miners and black rock miners. It is a routine which should be done to survive (Nourma, 2011).

The poverty of people in Selayar village is caused by the kind of job they do. People commonly collect and break the rocks as the main occupation there. That job is done by women and children. The job is the only way to survive. Whereas, the profession of the men is not clearly described in the text. The narration only focuses on the occupation of women. The citation below overviews Kutipan berikut ini menyoroti perempuan dengan fokus pada cerita si ibu.

A piece of mother's story from the past. She is a beautiful woman who grows in poverty. After all, everything is left only pain. Although in her face was described only a fortitude of a woman. A village woman who was taught the obedience by her beloved tribe. The obedience to the nature and everyone who accompanies her to draw the life.

Then, she grows as a woman for her nation, and as a mother for her children who silently really admire her. O mother and Selayar (Nourma, 2011).

The poverty of society is connected to the pain and fortitude in life. Every poor person feels the pain and everyone who feels the pain should be able to have fortitude in living. The fortitude and pain are experienced by a mother in growing up their children. The fate of the mother, ibu Sri Rinjani, describes the fate of Selayar village.

In that village, mother grows as a village woman. Really as a villager. The rock breaker woman. Should be a rock breaker. As if only rock exist in front of her face, which can give income to decrease hunger. Very bitter fate. Extremely bitter. Which is like or not should be done to survive (Nourma, 2011).

Living in poverty is a reality that should be faced by ibu Sri Rinjani. The villagers should live a poor and pitiful life. Whereas, there are other kinds of job which can possibly selected, but the problem is about the structure. Poverty is a problem of social structure. Social condition of society in Selayar village is divided into two classes, capital owner and labour. All rocks collected by women in Selayar village is bought by capital owners. People with no capital only have choice to be rock labour. What about men in Selayar village if the women become the rock breaker?

In the meshes of poverty which shackles her whole life, mother marries father who comes from Perigi village. Such a beautiful moment when they first met in *bau nyale* tradition at Kaliantan Beach. The tradition which becomes a humble party who can attracts a thousand people in Lombok especially Sasak people who are very identical with this tradition (Nourma, 2011).

Sri Rinjani's father, who comes from Perigi village, meets Sri Rinjani's mother on the tradition of *bau nyale*. The tradition of *bau nyale* is functioned as the love seeking tradition. Kaliantan Beach is always crowd of visitors, especially in the celebration. The beach is identical with the tradition of *bau nyale*, because on that beach, the ritual of *bau nyale* is conducted. This ritual is held through the activity of sending rhyme and catch the worm in the sea (Ecklund, 1977). The way to escape from poverty is by hunting ringgit to Malaysia.

It cannot be denied that I start new hope from Ringgit since her father's leaving, only to chase a dream to the beautiful places. So that I can find the civilization of human in other advanced countries (Nourma, 2011).

Sri Rinjani's father went to work to Malaysia to fund pergi ke Sri Rinjani's education. The better hope and dream seem to be provided in Malaysia. His father's departure to Malaysia by high expectation to gain much money to fund Sri Rinjani's education.

"Father, this is Sriri." My voice is flat and cold. Mother definitely disagree with my attitude. "Sriri, father will be home soon. Forgive father if I had sent news to you. I cannot go anywhere freely here, because i am worried about my legality. So I have to be aware. Many friends of mine had been arrested because have no legal document. Becoming an illegal worker here feels like a hell, Sriri. Almost every night, polices arrest the illegal workers. For the safety reason, I choose to stay at forest. But, I am not alone. Many workers from Lombok, Java and Sumatera also stay here. Even, there are workers from Burma and India. My boss is kind hearted. He is a Chinese (Nourma, 2011).

Between the hope and reality is inversely proportional. Malaysia cannot solve the problems. Otherwise, his father got the new problems. In Malaysia, Sriri's father (Sri

Rinjani) got the problem because his contract was expired so his status turned into illegal worker. That condition forced him to live miserably in the forest. The worst thing is, he failed to bring his first mission for going there, to fund Sriri's education.

Meaning Mobilization of Malaysia

Malaysia is mobilized in the context of modernity. Mobilisasi makna Malaysia represents the condition of the thought of Sasak people. The fact that the migration of people to Malaysia has become the system of knowledge of Sasak people which assume that ringgit can help to realize their dreams and solve the problems. That knowledge system is only exists in the poor people's knowledge system. Poverty forces people to be workers in Malaysia. Haris states the migration factors of Sasak people to Malaysia. The main factor is the lack of job opportunity and low wage (Haris, 2002; Tamtiari, 2016). The illegal workers from Indonesia until 1980 were 350.000 people (Haris, 2002). Meanwhile, the legal workers in were 313.312 people (Yuniarto, 2015). The percentage of illegal workers from Indonesia is 13,2 percent (Triantoro, 2016). Malaysia is described as a country which provides the job opportunity with high salary. Many sasak people can achieve their dream because they successfully work there.

The Effort to Achieve Dignity

Achieving high education is Sriri's dream. To be a scholar, become a teacher is Sriri's dream. Nevertheless, can she really achieve her dream after all things happened to her father?

Father only remains silence. The voice of wind once comes making my ears uncomfortable with that really strange thing. "Sriri, I had promised you that you will have high education and become a teacher as your dream. I need you to be patient. Save the money that I will send to next month you. I think it is enough to enrol in a university. It is ok if you enrol at second period. I want to see when I back home later, you had already graduated" (Nourma, 2011).

Citation above shows that Sriri starts to save the money from her father in order to collect the fund for education. Her father promises her that she will be able to continue her study.

"Sriri, ask your father to sell those goats. Focus on achieving your dream to be a dignified woman even you live in poverty. I do everything for you, before Yamran needs more than you. Trust me. Have I ever lied to you?" father makes me comfort with his tender voice. He persuades me to be brave and never surrender in achieving all my dreams as we frequently talked in the middle of rice field in Perigi village (Nourma, 2011).

Having an education in university aims to achieve self-dignity as woman. To gain high education is related to the effort in gaining dignity among humans. The higher the education that some achieves, the higher the self-dignity that someone has. The dignity of woman in the novel Sri Rinjani is a dignity in achieving degree and become a teacher. Dignity of human as explained by Faruk (2018) is become an independent subject, a subject which can change the environment. The dignity of human is assumed as a quality to be formed, to be developed, and continuously maintained (Faruk, 2018). Sri Rinjani tries to change her fate and become a woman with dignity through higher education.

Feeling Indebted

Lukman, Sriri's father, feels indebted to Pak Kamil, his best friend. The cost to go to Malaysia is given by Pak Kamil.

My heart is pounding when hearing the news from the richest man in the village. Pak Kamil is really respected by villagers. Besides he often help villagers, pak Kamil is also father's best friend since they were in elementary school. Without pak Kamil's help, father will never touch overseas. yet, in order to keep the honour of family, father guarantee the field that we have. Actually, pak Kamil disagree with the idea, but father dislike to just borrow the money. Pak Kamil understand what father think. He agrees with one condition, the harvest will be divided in half. Moreover, mother can plant anything in the field. Until now, mother is still unable to completely repay the money. Because the money sent by father was allocated to renovate the ugly hut we have. Meanwhile, pak Kamil always refuses to receive our instalment. He always refuses politely to us. Unfortunately, that thing precisely trap us into the never ending kindnesses which are really huge. Pak Kamil suggest us to use the money sent by father to other more important necessities. Then, mother, I , and of course father really feel indebted to him (Nourma, 2011).

The citation shows that Sriri's father has a standpoint. Although they are poor, the honour of family is the main priority. Securing his field to Pak Kamil as collateral for his debt is a form he is protecting his honor. Honored guardianship ultimately pawns for delaying payment of debt. Sriri questioned why Pak Kamil was so kind to his family.

"Then why is your father too kind to my family?" Sailan doesn't seem to support my question. "I don't know, Sriri. My father is kind to anyone." "I have also heard that your father was very close to my father." Sailan paused for a moment with my question. He knows more or less, apparently. Maybe someone has told him about the relationship of my father and his father. Then, Sailan turn the music down in his car. "Your father saved my father's life. While they were fishing in Labuhan Lombok, suddenly the boat that they were riding on was crashing against the waves. Luckily, they were stranded in Gili Kondo. They were stranded for days without any food preparation. "Because my father's body is weak, he has malaria. It is your father who has dispensed medicine for my father. With the drug, my father can finally be saved. In the there, my father promised to do anything to repay your father's kindness." (Nourma, 2011)

Pak Kamil's kindness to Siri's is a indebted feeling because Pak Kamil had been saved by Sriri's father when they were stranded in Gili Kondo. When stranded, Pak Kamil was infected by malaria and Sriri's father saved him. To give him pay back, Pak Kamil frequently help financial problems of Sriri's father, one of them is the cost to go to Malaysia. For Sriri, Pak Kamil already repayed Sriri's father. Pak Kamil and Sriri's father become a best friend. For Pak Kamil, the helps that he gave to Sriri's family is cannot be compared with Sriri's kindness. Yet, is Pak Kamil sincere to help without expect anything?

"Don't hesitate, Nur. I really hope to you. Lukman is a noble hearted person. I know him very well. I would feel very guilty if I had to leave you in distress. Come if you need help. Once again I ask you, never feel sorry for me. I always remember the hard times with Lukman. Without the concoction that he made for me, maybe I could not live until now. God saved me through Lukman's hands. And I always want to repay all that kindness to his wife and children. This is my chance to help you. Once again I remind you, don't let Sriri drop out of college. I know what Lukman aspires to be about Sriri's future. We have talked for a long time about Lukman's wishes for his daughter."(Nourma, 2011).

Pak Kamil wants to return Lukman's kindness, Sriri's father, to his wife and children. Pak Kamil wants to realize Lukman's dream in seeing his daughter accomplish college and become a teacher. For Pak Kamil, he would be a sinner if he did not help Nur and Sriri get out of their financial problems and help embody Lukman's dream. Pak Kamil felt guilty because through the hands of Sriri's father, God saved his life. The kindness of Pak Kamil is interpreted differently by Nur, Sriri's mother. That kindness was understood as an effort by Pak Kamil to get Sriri.

Self-mortgaging: A Strategy of Sasak Woman in Achieving Dignity

Pak Kamil wants to marry Sriri so that all of Sriri's debts are no longer thought to be returned. The citation below shows Pak Kamil's desire to marry Sriri.

Pak Kamil looks at mother. Mother's breathing sound can be heard clearly. She suddenly cursed himself in his heart. Why did he become low because of poverty. "Nur, I want to marry Sriri. Let me be her husband. So you don't need to think about returning what I have given or what I will give to your family." Mother blurted out. She did not expect what Pak Kamil just said. Mother immediately sat up straight. She was not afraid to look at Pak Kamil. ...

"I will not touch Sriri. Do you no longer trust me? Let me help him become what she and her father hope for." (Nourma, 2011).

Pak Kamil wants to marry Sriri so that her mother no longer thinks about returning the favor. By becoming Pak Kamil's wife, Sriri's family's debt of gratitude was considered to be paid off. Pak Kamil married Sriri to help him achieve her goals, becoming what her father had hoped for. Is Pak Kamil's desire sincerely to help realize her dreams?

Luckily, Pak Kamil was in his office, he immediately entered. Mother seemed unwilling to beat around the bush and made small talk. Pak Kamil is watching mom with questions. "Nur, you come one day earlier than the time you promise." Pak Kamil tried to trace. "Yes, Pak Kamil. A day is enough for me to make a decision. I want the wedding to be held as soon as possible. Because I don't want Sriri to leave college for too long." Pak Kamil was stunned for a moment. He tried to believe what he had just heard. "What about Sriri, Nur?" "Make Sriri sure, all this for her future. For her pride. For the honor of his family." (Nourma, 2011)

The citation above shows that the Sriri's decision to marry Pak Kamil was not decided by Sriri herself, but it was also decided by Sriri's mother, Nur. The decision was made because Nur did not want to see her daughter leave college. That decision certainly made Sriri rebel, because it did not involve Sriri in making decision concerning his life.

"What is your purpose in delivering my life to the man whom I should call my father? Where is your compassion, Mother? Oh! I don't want to look into your eyes because I'm afraid to oppose you. Because really Mother, I don't want Mother to be hurt seeing my soul which is due to wanting you to me. "

"Never mind Sriri. Don't argue with mother. You know what you have to do to make your life happy. "" I know you won't mislead my life. But please, mom. Don't make a pit of destruction in my life by choosing the wrong way to make your daughter happy." (Nourma, 2011).

Sriri sued her mother. Sriri did not agree to be married to someone of the same age as her father, especially her father's friend. However, Sriri did not fully oppose her mother's

wishes. For Sriri, marrying a man who deserves to be his father is a ruin. But that does not mean without profit. Sriri in the end accepted and took advantage.

The company which is named PT. Erza Restu also initiates the elite residence in Selong, the place where Sailan lives. Pak Kamil intentionally asks a professional architect to design the house, so it looks classic and luxurious. Besides that, mother also tells me that pak Kamil also already prepared a sufficient land area. Who knows, in the future, I plan to build a place of education for underprivileged children in Perigi village. It has indeed occurred in my desire to build a good place of education for the villagers and residents of surrounding mountain (Nourma, 2011).

Sriri was given a luxurious residence and large land to later realize her dreams. Being a teacher and having an educational institution, where she can educate underprivileged children from her village as her dream after graduating from college.

Now, pak Kamil is officially your husband. If you cannot accept him by your whole heart. At least, you should show some respects to him. That is the thing you should do as an educated woman. And you should know, he has good intention to marry you, my daughter. Even an uneducated Sasak woman can do that easily. There are many Sasak woman who marry without loving their husband because being forced by the condition. Yet, they still become a good sasak woman because they can think logically. They can differentiate the reality and desire. That is a special thing of Sasak woman, Sriri." My mother stares at me deeply. I notice every single word from her, and my hungry disappears (Nourma, 2011).

As an educated woman, Sriri must respect her husband. Her education is not to rebel as a woman but to be a good wife, who glorifies her husband, not wanting equality. A good sasak woman according to her mother's perception is a logical Sasak woman who can distinguish between desire and reality. Sriri wanted the other things, such as to like Sailan, Pak Kamil's son. Yet, the reality that had to be faced was to marry Sailan's father in order to realize her dreams.

"Wait. May I know your reason to marry me? I need an explanation, because my mother does not tell me anything which is logical about this. I want to know so I can accustom myself." My husband was stunned with my question. Tidak lama. He gives me a warm smile. "You deserve to get better life, Sriri. If God allows, I will accompany you to get your dreams. Until you achieve your highest dream. Your father is here watching us, do not cheat on me, Sriri. It is the only thing I ask you. Sailan will cast away anyone if his mother tidak mengizinkan. ...

"I want to marry you and no one can prevent. This is about the promise I made to your father to take care of you, your mother, and Yamran. Trust me, Sriri. There is bad intention in my mind to hurt you. Although you are officially my wife, I do not obligate you to serve me. Because a marriage is more than that. To make you happy and achieve all of your dreams is my priority as your husband now." (Nourma, 2011)

Sriri directly asks the reason why Pak Kamil marry her. Pak Kamil tells that there is a promise to be fulfilled. Pak Kamil promises that he will take care Sriri's family. The way to realize that is by realizing Sriri's dreams. Pak Kamil tries to hide Sriri's status in her colleague, STKIP Hamzanwadi.

"Everything is fine, Sriri. Lecturers and your friends in colleague do not know your marital status. So you can behave appropriately and your secret will be safe." His statement indicates that our conversation has ended (Nourma, 2011).

Her identity as a second wife is classified by Pak Kamil. In the colleague, Sriri is considered as a single woman. Sriri realizes the presence and the sincerity given by Pak Kamil towards her.

A white Toyota Fortuner takes him away from me. A man who is sent by God to me. A man who always makes me perfect as a woman (Nourma, 2011).

Sriri feels that she is truly woman after being Pak Kamil's wife. All needs as woman and student are fulfilled. Sriri tastes a luxurious life and all dreams she has will come true. Live in the sufficiency is a perfect life as a woman. As stated by her mother, Sriri becomes a reasonable sasak woman who can logically differentiate the reality and desire. Sri had obtained the reality that she wanted. The reality that she can continue her education and realize all of her dreams.

Sasak Woman Discourse

In Sasak tradition, women are positioned as marginal group. Sasak women cannot determine their own destiny. In the tradition of nobility, Sasak women must be prepared for an arranged marriage. In the tradition of the people (ordinary people), women are not very valued. Therefore, divorcement in the tradition of Sasak people is very common. Yasin (2008) observes the tradition of divorcement of Sasak people.

The position of women was changing in the 2000s. Women are discouraged as independent individuals. Alfarisi (2004) has seen a movement of women's groups. Dania (2005) tries to dismantle patriarchal domination. Women's voices are trying to be showed in the politics to get legislative seats (Humas Adv, 2008; Wartiah, 2008).

Literature is also the part of that discourse. Zuhairini (2013) discusses the struggle of Sasak women to achieve freedom. Hidayatullah (2016) sees the representation of Sasak women who conduct a rebellion. Sukmawati (2017) shows Sasak women who are open-minded, educated, independent, and responsible. Whereas, Sasak women in Sri Rinjani's novel are not independent. Sri Rinjani married his father's best friend was not decided by herself, but it was decided by his mother. Economically, Sri Rinjani is not independent, because the family's economic needs are fulfilled because of the debt from Pak Kamil. Sukmawati constructed independent Sasak women through her research. Mahyudi (2018) constructs romantic Sasak female poets on a diction basis.

Sasak women's discourse changed from tradition to humanist. Women's discourse in the media as shown by Alfarisi, Dania, and Wartiah is a feminist discourse. Women's rights must be equal to those of men. That similarity is brought into the area of politics. Discourse literature is the part of that discourse. Hidayatullah, Zuhairini and Sukmawati constructed independent women. Hidayatullah interpreted the rebel Sasak woman when analyzing the novel *Perempuan Rusuk Dua*. Sukmawati interpreted Sasak women as an independent individual when analyzing Sri Rinjani, whereas Sri Rinjani was not an independent woman.

Humanism discourse dominated the meaning of Sasak women in the 2000s to 2010s. That era was the fig of native sasak person's leadership. Sasak person who became the first governor was Lalu Serinata (the period of 2003-2008) and the second was Zainul Majdi (the period of 2008-2018). The leadership of native discouraged Sasak women in development, while Javanese leadership ranked Sasak women as the most marginalized group. Java represents Sasak as male, while Sasak represents Sasak as female. The discourse reached the climax in the election of the governor of West Nusa Tenggara in 2019. Where 2019 is considered as a moment of revival of Sumbawa ethnic and woman.

Conclusion

Novel Sri Rinjani mobilizes the meaning of Mount Rinjani and Malaysia in constructing the meaning of Sasak women. Rinjani as the origin of civilization is used to justify the action taken by Sasak women. Sri Rinjani acts on behalf of the better civilization of Sasak people. She desires to be educated woman and give decent education for the society in Selayar village. In achieving her dream, Malaysia is mobilized as the means. Sri Rinjani's father become a worker in Malaysia. The effort to achieve her goal through ringgit is unsuccessful. In fact, hunting ringgit leaves pain. Sri Rinjani's father passed away because of an accident in Malaysia. The dream to be dignified woman can be realized by becoming Pak Kamil's wife, his father's friend. Pak Kamil repay Sri Rinjani's father by fulfilling the needs of his family, including funding Sri Rinjani's education. Marriage is the only way to make Sri Rinjani's mother comfortable with Pak Kamil without feels having any debts. The predicate of a dignified sasak woman can be achieved by marrying a wealthy sasak man. Sasak women struggle not to fight male domination, but to fight poverty. In that context, women are described as independent. Modern discourse dominated the meaning of Sasak women in the 2000s and 2010s. Discourse was produced by the regime of nobles and tuan guru. The regimes of the aristocrats and tuan guru marked the revival of the Sasak ethnicity. Women's discourse reached its peak in the 2019 governor election with the elected governor was from Sumbawa and woman can act as the vice regional leader of West Nusa Tenggara. 2019 is the year of the awakening of Sumbawa and women.

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An Analysis of Non-Living Personification in Northlane's Selected Songs

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Abstract

This article is entitled "An Analysis of non-living personification in Northlane's selected songs". This article aims to identify which lyrics are containing the non-living personification used in the selected songs of metal band Northlane and its meaning. The theory used is the theory from Zhu (1991) to identify which lyrics from selected songs such as: Free fall, Talking Heads, Eclipse, Vultures those are containing the non-living personification and theory meaning from Leech (1981). In this article, the method used in this research is the library method. The method used for presenting data is an informal method, which means that the data will be described qualitatively with the description method which includes several descriptions and support for formal methods, which means that in this article there is a table used to explain the classification of the data used. After analyzing the data, the writer concluded and found the result that in each songs such as: Free fall, Talking Heads, Eclipse, Vultures there are some lyrics that contain non-living personification based from theory of personification by Zhu (1991), but there are only 5 types of meaning found from 7 types of meaning based on the theory of meaning by Leech (1981) that found from the data such as Conceptual, Connotative, Social, Affective And Thematic meaning.

Keywords: Lyrics, meaning, personification, non-living personification

Introduction

Language is one of the most important parts of the world and is often used in every day human life. This is because language can support as something of a communication tool and a human language that can express thoughts and other emotions. Language is a symbol system through which humans interact (Kreidler, 2002) In this time, we can speak and express our feelings through poetry and songs.

Nowadays, many songs could express our feeling as far as we know. Songs usually consist of many figurative languages, especially personification, to make the lyrics more interesting, imaginative, and meaningful but not too obvious. Language is also one of the things we learn and discover from when we were born until we grow up. Language can also be used to show all people ideas or feelings. There are many ways to convey our emotions, it can use the media as tools to convey their ideas and feelings, such as poetry, drama, novels, music, etc.

Personification is one of figure of speech. Sometimes the using of literal sentences in language make it seems too boring. Figurative languages is a tool to help the reader visualize the scene in other mind's eyes. Personification as a type of figurative languages that is commonly used by making non-living objects more relatable to humans using vivid description, feelings, and emotions. That is the point personification can help reader to develop new perspective on something. It also help to capture the implicit message properly, because it needs the ability to recognize a wide range of meanings of personification itself (Canada, 2018). Personification is a sign to make people more understanding about the meaning of the songs. It makes people wondering about the meaning, not only about the

object that discussed but also how the feel will be received by people. Personification also gives soul to the sentences or lyrics of the songs. It has meant that personification is able to animate objects or abstract things as if those are human being (Melion, 2016).

This study deals with some previous studies. The first previous study conducted by Putri Pratiwi (2015) entitled "An Analysis of Figurative Language in Camila Cabello's Selected Songs". The study is about to find out the type of figurative languages and also analyzed the meaning that contained in figurative languages that found in Camila Cabello's selected songs. The study also identifies the most dominant types and the meanings of figurative languages used in Camila Cabello's selected songs. Based on the research, the written could be conclude there were seven forms of figurative languages that are found in 5 songs by Camila Cabello. The second previous study is conducted by I Gede Jana Utama (2015) entitled "An Analysis of Personification Expression Used in The Blink 182 Songs". This study is aimed at finding out the type personification expression and its meaning in six songs written by American punk-rock band, Blink 182, taken from the album "Self-Titled" (2003), "Neighborhoods" (2011) and "Dogs Eating Dogs" (2012). The third previous study is conducted by I Kadek Agus Darmayasa (2015) entitled "An Analysis of Figurative Language Used in The Song Lyrics Of Lady Gaga's Album "The Fame"". The results of this study indicated that the types of figurative language proposed by K.L Knickerbocker & H. Williard Reninger (1963) used in the song lyrics in this album are hyperbole and metaphor. In addition, the results also show that the figurative language meanings proposed by Leech (1974) contained in this song album are connotative meanings. They are the types and meanings of figurative language found in some of the song lyrics on this album.

This research has similarities with three previous studies in analyzing of personification which is also the one of figurative language and also three of the previous studies also used the theory of meaning by Leech (1981) in analyzing the meaning of the data. Meanwhile there are some differences of the previous studies with this study, the first previous study used selected songs from the singer Camila Cabello and analyze the type of figurative languages that found from the data. Afterwards, the differences from the second previous study with this study are the previous study used songs from Blink 182 as the data source and focusing on the types of personification expression based on the theory from Knickerbocker K.L (1963). The last is the differences from the third previous study with this study are the previous study used songs album from Lady Gaga "The Fame" as the data source and the first problem is focusing to analyze the types of figurative languages that found from the data.

Here, the writer focused on analysing of non-living Personification that found in Northlane's Selected Songs by using theory about personification from Zhu (1991) and the meaning from each lyrics that consist Non Living Personification from album Alien by Northlane by using theory from Leech (1981) about the types of meaning. This data and topic really interesting to analyze because people nowadays usually judging the lyric from the genre from the songs, if the songs is from metal band, its usually correlating with anarchism, atheism, vandalism, and the negative attitude because the songs are presented in a high tone and Northlane is one of metal band. So, here the writers try to break the stigma of community by give the interpreting of the lyric, and proving that the lyrics also bring a deep meaning which relates to our social situation in order to opening the mind set from people to not judging before interpret the meaning.

Theory and Method

Data source is needed in order to make the analysis easier to do. The data source is taken from Northlane's Selected Songs such as: Freefall, Eclipse, and Vulture. In this article,

library research is used as the way to collect the data. There are some steps that should do to analyze the data, as mentioned as: listen to the 3 songs by Northlane, and read the lyric from <https://www.azlyrics.com/> in purpose to find out words, phrases, and sentences that contain Non Living Personification, take a note which lyrics are the type of Non Living Personification, classify the data into type of Non Living Personification and then analyze the meaning of it. Here, the writer used the qualitative method to analyze the data. The aim of qualitative method is to describe a place, fact, and characteristic of population systematically, factually, and accurately. The writer also presented a table and also description for the lyrics that contained non-living Personification and the meaning itself that found in the song lyrics. The theory of personification from Zhu (1991) and theory meaning by Leech (1981) that used to analyze the data.

Findings and Discussion

This chapter presents the results of the data analysis that concern to the description and explanation of the non-living Personification which used in selected songs lyric by Northlane. The data presented by the table to shows the lyrics that contain non-living personification that are used in the lyrics and there are some of the description from the meaning of the lyrics which contain Non Living Personification. The table shows the total of lyrics that contained non-living Personification that are found in selected songs by Northlane.

Non-Living Personification Found in Northlane's Song Lyrics

NO.	LYRICS	SONG TITLE	MEANING
1.	Sharing a tired mattress on the floor	Freefall	Social
2.	Salted streams of dismay run down my swollen face	Eclipse	Thematic
3.	My mind is silenced by the talking heads	Talking Heads	Affective
4.	My lungs are whitewashed	Vultures	Thematic
TOTAL	4		

From the table above, that are 4 lyrics that found and contained of non-living personification in 3 selected songs by Northlane, such as: Freefall, Eclipse, and Vulture based on the theory about personification from Zhu (1991).

There are differentiate meanings for several lyrics. There are 5 types of meaning found from 7 types of meaning based on the theory of meaning by Leech (1981) in 3 selected songs lyric by Northlane, there are found Conceptual, Connotative, Social, Affective, and Thematic meaning. Based on the data analysis, it can conclude that the most dominant meaning used in these data Thematic meaning with (2) data and the last is Social and Collocative meaning with (1) data for each.

In this part the analysis non-living personification in Northlane's selected songs used the theory of personification by Zhu (1991) and for analyzed the meaning of each type personification used 7 types of meaning by Leech (1981). In analyzed the types of personification, all of the types of personification are found in song lyrics in Alien Album by Northlane, but there are only 6 types of meaning that found from 7 types of meaning

based on the theory by Leech (1981). The meaning that are found from the data such as Conceptual, Connotative, Social, Collocative, Affective and Thematic meaning.

Non-living elements include phenomena that eventually existed, such as mountains, rivers, lakes, the earth, the stars, the moon, the sun, and the clouds. It also includes artificial objects, such as buildings, ships and cars. It takes human sense pieces of consciousness or emotions to these non-living creatures (Zhu, 1991).

Data 1:

Sharing a tired mattress on the floor
(Freefall, Line 8)

The data is categorized as a non-living creature personification. A word “mattress” is a non-living thing that got human attributes “tired”. Non-living things are including phenomena that generally occurred, such as mountains, rivers, lakes, the earth, the stars, the moon, the sun, and the clouds. It also includes artificial products, such as houses, ships and vehicles. Human sense parts of consciousness or feelings are taken from these non-living creatures (Zhu, 1991). In literal meaning there is no mattress that can feel tired as human being. So it is ridiculous if we translate it into literal meaning. The “mattress” is stand for the place where the speaker laying down. The word “tired” stand for the condition which is already unfit and shabby of the mattress not what mattress felt.

The data use social meaning. It because the data shows the condition of the speaker. Social meaning is the meaning used to explain the origin, even the condition or social status of a person, which is usually shown from the mention of the dialect, place name, habit or condition of the things used (Leech, 1981). Here the words “tired mattress” shown how shabby and not worthy of a mattress they slept on and their condition is very poor because we can see from the word “sharing” which meant they have to share a shabby mattress without bed on the floor. This condition shown us about the social status from the speaker. It is very clear that the speakers are people from a weak economy. Furthermore, the real meaning of this data is about the poor condition experienced by one of their personnel as a child with a broken family and also a drunken father left him with no other choice but to endure such a life.

Data 2:

Salted streams of dismay run down my swollen face
(Eclipse, Line 1)

This statement is categorized as a non-living personification. According to Zhu (1991), Non living creature personification is the condition when the data includes non-living creatures, but it also includes human attributes, which makes the non-living creature do something more like a normal human being. A phrase “salted streams of dismay” is an imagery for the sweat that comes out. It can be seen from the next phrase “run down” which is a verb that is usually used by living things and is often done by humans. So, that will be ridiculous if we translate it into literal meaning because in fact sweat is never can run anywhere. Here, there are some clues that the audiences can get from the statement to catch the real meaning. First is the phrase “salted streams of dismay” that means sweat and “run down my swollen face” is stand for the sweat that fall and get through the speaker’s face, whose face is full of swelling.

The data used thematic meaning. A sentence is categorized as a thematic meaning because it reveals the point of focus of the whole sentence and the focus point gives the

emphasis that places the audience's focus on that focus point. The emphasis of the argument can be seen from which subjects are discussed. The focus point can also be seen by whether the sentence can be explained by that focus point phrase (Leech, 1981). Here, the focus point is "my swollen face" because it phrase can describe the condition and can be a reason why the "salted streams of dismay" can be falling out. This focus point makes the audiences imagine what happened with the first speaker. Meanwhile, the real meaning of this statement is a feeling of tension mixed with panic that caused sweat to break out and cover the speaker's face. This tension occurred because the speaker had just been beaten by his own father. The disharmonious condition of the singer's family made him endure ill treatment from his father who was also a drug addict and drunk. Here, the speaker also shows how bad his relationship is with his father and he is often subjected to harsh treatment and often runs away from home several times

Data 3:

My mind is silenced by the talking heads
(Talking Heads, Line 20)

This data is categorized as non-living personification. When subject of the data indicated inanimate thing or the thing that cannot be describe as a non-living then the data would be including into non-living personification (Zhu, 1991). The words "my mind" is stand for thoughts and interpreted as something that cannot be measured because human thought is something that has no size limit and everyone has different thoughts but it useless without the human itself. The words "is silenced by talking heads" interpreted as because human thinking is something cannot be standing alone without the human itself and that has no size limit and everyone has different thoughts. So, it is impossible if we translate it into literal meaning because actually human thoughts cannot be prevented.

This data is used affective meaning. According from theory of meaning by Leech (1981), affective meaning is used when the data consist an action that have affect to the speaker and bring any emotions and feelings also. The reason why this data is categorized as affective meaning, because the words "talking heads" is blocked or acted as a distraction and this is kind of action that gave an effect to the words "my mind", in other words "talking heads" are the cause of "my mind silenced". When human's thoughts blocked by something it brought someone into uncomfortable position and useless feelings as human being. Meanwhile the real meaning of this data is the condition when the speaker explained how public opinion or people around him bully him and say evil words that make his mind full of these words so that he cannot think clearly as if his own mind is useless and other people's words seem to be his benchmark for being human.

Data 4:

My lungs are whitewashed
(Vultures, Line 9)

This data is categorized as non-living personification. When the data uses a subject other than humans or living things which are objects that can be seen or measured but the object is made as if the object is doing something or even feels something, the data is included in the non-living Creature personification type (Zhu, 1991). The words "my lung" is a Non living thing, parts of the human body without the human soul are inanimate objects. The phrase "are whitewashed" denotes the result of another activity before, namely "painting white" on something, here it means painting the lungs. Here it can be concluded that "lungs"

are things that can be colored, in fact, in the literal meaning there will be no such activity. It is very ridiculous if the lungs are stained with white color. Here also the phrase "whitewashing" the lungs could imply that this activity was the activity of poisoning the lungs or could be interpreted as an important part of its owner.

This data is used thematic meaning. Thematic meaning is a silver line to give power of statement. It gives emphasis to the point of sentence, for purposing the easiest way to catch the meaning. So, later on the audience would be memorized and wondered the real meaning from the statement (Leech, 1981). This data has also used thematic meaning because it is strongly related to the previous data and explains the focus of the meaning contained in this data so that listeners or readers can be properly understood and capture the clear message. Here the main topic are "lungs". We can see that the lungs are a thing that is being discussed. Here, the lungs are referred to as things that are exposed to white paint or colored white seen from the phrase "are whitewashed". The singer wants to convey that the most important part of his life is not good or toxic and this is very torturous. The real meaning of this data is that through these lyrics the singer tries to convey how hard her life is with all kinds of oppression and violence she has received from her closest people, namely her family. This heavy thing was like poison living in his lungs and making him suffocate and tortured.

Conclusion

After analyzing the non-living personification in Northlane's selected songs, the writer concludes that in each songs there are lyrics that contain non-living personification based from theory of personification by Zhu (1991), but there are only 5 types of meaning found from 7 types of meaning based on the theory of meaning by Leech (1981) that found from the data such as Conceptual, Connotative, Social, Affective And Thematic meaning.

From the data of non-living personification that found in each lyrics from selected songs by Northlane, the writer classify the meaning based on the song used the 7 types of meaning theory by Leech (1981). There are Conceptual, Connotative, Affective, Social, and Thematic meaning. Conceptual and Connotative meaning were automatically included in each data because Conceptual meaning is the basis of all the types of meaning and Connotative is above from the conceptual meaning that can be interpreted depend from how the society or community understand about what topic that communicated based on what the language when it interpreted into general or literal meaning. For the other 3 meanings, there are Social, Affective, and Thematic meaning were used to explain the expanded meaning of the lyrics in order to makes audiences understand about the meaning.

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Students' Perception on Grammo as an Alternative Teaching Media in Grammar Mastery

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Abstract

Considering some of the problems faced by secondary school students, especially senior high school students, who still find it difficult to remember grammar material and the lack of innovation in teaching media in the classroom, as well as the teacher's lack of attention to students, researchers are trying to find a way out of this problem by using Grammo. The aim of this study was to determine the students' perception on Grammo as an alternative teaching media in grammar mastery to XII grade at SMK Kesehatan Letris Indonesia 2, Pamulang, Tangerang Selatan, Banten and MA Daarus Saadah, Cipondoh, Kota Tangerang, Banten. A survey with a descriptive quantitative approach was the research method used. The data collection technique used questionnaire in the form of a Likert Scale. The participants of this research analysis was class XII who were randomly selected as many as 100 students. The data analysis technique uses hypothesis testing based on validity and reliability tests. Based on the results of the data processing where the probability value (p) is 0,05, it can be concluded that Grammo can be used as an alternative media in grammar mastery. Based on these results, it is hoped that Grammo can be used and make the classroom more attractive and make students more enthusiastic about learning grammar in the future.

Keywords: Grammar mastery, Grammo

Introduction

Language is a platform for human being to communicate with each other. During everyday life, human being learn new thoughts, new words and new things by language. Globally, there about 6.000-7.000 language worldwide spoken by people. To develop the human mind in communication, teaching and learning in any language are indispensable. In this modern era of science and technology, English plays a vital and significant role in international interaction and a vital source of information. All we know English become the international language that many people learn it for any purpose, such as tourism, trading, educator, businessman, author, interpreter, etc. Furthermore, mastering English is not joy or prestige. It is the key of language international communication, as innovation and exchange in the globalization era (Hutchison, 2016).

In learning English, the students first need to understand the vital basis of language skills, namely listening, speaking, reading, and writing. Besides those skills, grammar is also required to help them in mastering English. Therefore, grammar is a subject that should be deeply studied in an informal study. It is a key element of language teaching and learning. As Majed (2018) claimed that to understand how the language works, students need to study word structure through learning grammar. Students must be provided with adequate grammar to have good language skills. There are a lot of rules of grammar that the students can't be ignored in making sentences, such as articles, parts of speech, sentence patterns, and tenses. Without mastering grammar, they probably have been difficult to communicate

or make utterances meaningful. In sum, if people are familiar with grammatical rules and structures, they can understand their own expression.

However, in reality, the difficulty of learning English grammar is mostly expressed at secondary high school. A study conducted by Hajji & Kim (2019), reported that only about 10% to 25% of secondary students are capable of grammar and creating a good sentence. This lack of grammar phenomenon can be affected by many factors. Zho (2013), argued that Intelligence Quality (IQ), motivation, interest, learning style, attention can be various types of aspects that can affect the low of students' mastery in English grammar. Generally, students who have been studying grammar in school for a few years often find it difficult to construct good and correct sentences. Besides those aspects, grammar also assumed as a complicated and unattractive subject for many students. It is also one of the language's hardest aspects that is not easy to teach. In sum, students mostly don't like to learn grammar and therefore they can't learn it well.

Considering this phenomenon, each Indonesian school has to provide the best strategy to solve these issues, including the use of games-based learning in teaching grammar. It is surely because most of today's students are no longer interested in monotonous or non-current teacher training. Playing a game, such as Grammo or Grammar Monopoly, is considered to be one of the fun ways and innovations to encourage them to learn English grammar. This game makes it easy for students to apply grammar material that has been learned so that the teacher can adjust the material to be tested. Then, in its implementation, essentially the Grammo procedure is the same as the 'Monopoly' original game. Those differences only lie in the instrument's play or spaces. If the original monopoly generally has a city name, this Grammo game replaces the city name with the name of hotels A, B, C, D, E, and F. Basically, the hotel's name is referred to tenses that have been taught by the teacher while learning grammar.

In sum, with these interesting kinds of games, the media can improve students' recalls of grammar knowledge and interaction with classmates. By implementing the Grammo, the researcher believed that it could help students to be more effectively and actively involved in the learning process. So, the researcher believes that applying this method can increase the effectiveness of learning grammar and speaking skills as they respond to the questions. Based on the statement above, the researcher created a gap for this study, i.e.: what is students' perception on Grammo as an alternative teaching media in grammar mastery?

Theory

Grammar

Grammar is a summary of a language's structure and how language units such as words and phrases are formed into sentences (Richards and Schmidt, 2010). It is the grammar that organizes a sentence's basic arrangement and word relationship. Grammar is the process of describing the structure of phrases and sentences. In addition, (Nurbianta, Rahmat, & Solliha, 2019) Grammar is highly valuable as an important part of the study of language, of ideas, and writing. Besides, they point out that grammar reflects the power and order of the human mind and it also helps us to understand the diversity of human culture.

To conclude, grammar is known as a process rule that sets out a word, which is called part of speech. In English grammar, there are several parts of speech that are learned by students in general, namely:

- a. Noun; is a person's name, place, object, or idea. Example; book, man, chair, garden, etc.

- b. Pronoun; is a word that is used as a noun instead. Example; I, you, everyone, this, that, etc.
- c. Verb; the verb expresses action or being in a sentence. Example; help, read work (being; is, am, are).
- d. Adjective; a noun or pronoun becomes described or modified by an adjective. Example; pretty, old smart, etc.
- e. An adverb represents or changes a verb, adjective or adverb, but never an end-in-ly noun or adverb. Example; extremely careful, gentle, etc.
- f. Preposition; is a word inserted before a noun or pronoun to form a phrase in the sentence that modifies another word. For example: by, until, with, about, etc.
- g. Conjunction; conjunction, which means the relationship between the element that has been joined, joins words, phrases or clauses. Example; and, but, while, etc.
- h. Interjection is a term used for the representation of emotion. E.g.; Oh!, yeah!, wow!, oops! etc.

Teaching Grammar in Secondary School

At present, the government has begun to emphasize learning English in various educational institutions. So that all educated people are now very possible to be able to speak English fluently. However, in its efforts, it takes time to rebuild teaching English that is accurate and correct, especially related to English grammar. In this case, English learners need to learn basic grammar rules and practice good language communication skills. If they ignore the grammar rules, they will never be able to express their ideas and thoughts correctly and appropriately (Ellis, 2010).

Grammar is an important thing that supports students' ability to master a foreign language. But the grammar mastery of senior high school students is still far from satisfying. Learning English grammar even more challenging for inexperienced learners due to complexity of the rules of grammar. Especially in tenses, more precisely in the past tense material as a whole. Another thing that triggers student misunderstanding is the lack of knowledge in verb 2 used in the past tense. It is, therefore, necessary to follow the right teaching method so that the learners can be taught grammar lesson effectively. According to Eun (2010), teaching grammar must be meaningful and enjoyable. In the English language, tenses play a crucial role. 'Tenses' are described as any of the forms of a verb that can be used to indicate the time of the verb-expressed action or state. This signifies time takes place whether in the past, present or future.

For second and/or foreign language mastery, the task of grammar instruction is inevitably essential. Referring to its approaches, Harmer (2010) categorizes grammar into a deductive and inductive learning approach. In the deductive approach, students may provide an interpretation of grammar formulas to learn grammar. Students then construct a phrase or sentence in the language they have learned based on this description. The opposite of the deductive method is the inductive approach. Students do not know the formula used to learn grammar with the inductive method, but the first examples of sentences are given to students. Students should try to find the sentence formulas from these examples.

Unfortunately, in fact, in foreign language contexts such as Indonesia, most English teachers continue to deductively teach grammar; that is, students are presented with grammar rules and examples, instructed to memorize them, and then expected to apply the rules to other cases. English teachers should be aware of the strengths and weaknesses of different teaching approaches and methods to change this negative stigma of grammar instruction. They must also be able to apply and modify them so that they can work best to suit their students' diversity, but create an enjoyable class with engaging and meaningful activities at

the same time. A challenging experience for teachers is teaching English grammar. Teachers need to understand well or master grammar in order to make it possible for learners to understand the content that the instructor offers. The system of teaching grammar is now changing from the traditional method to the communicative method. It helps students to understand the meaning and rules of grammar by interactive methods. The teacher does not encourage students to provide the interpretation of the formula directly. Learners must learn from the teacher's example. Gardner (2011), said that, many approaches for supporting teaching and learning grammar can be applied by teachers. There is no easier way for students to clarify the grammar rules.

In addition, the media that the teacher gives are also usually too monotonous and does not encourage students to bring dictionaries in the form of books or applications that are now on the cell phone. That's because teachers who do not have creativity in teaching English grammar. The teacher, therefore, must use interesting techniques such as game playing techniques because they are liked by students. Game-based language teaching can be an alternative and invaluable method since it provides enjoyable and meaningful elements of language learning. The use of media games would make it easier for learners to absorb the teacher's lessons. These are also a way of inspiring learners to learn and to retain their interest and to concentrate on learning itself. This avoids the monotony when studying grammar is formatted into a game that relates to it.

Game Based Learning

According to Lu and Nguyen (2010)," Games can be used from controlled to free practice at all levels of development, acting as a memory aid and repetition drill at one end of the scale, at the other as an incentive to freely use the language and as a means to an end rather than an end in itself. Games can also work as a screening tool for teachers who can recognize areas of difficulty and take effective corrective action. Game-based learning is also properly used in which learners are led to engage in the games so that they can have the ability to practice or use the new language things they have only enthusiastically and actively mastered, rather than unwillingly pressuring them to do the activities. It's more productive to encourage students to play and learn simultaneously.

Chen (2010) explains that game-based learning offers a fun-filled and relaxed learning atmosphere for students. Students also have the ability to use language in a non-stressful way that focuses on both the message and the word (Petraki & Gunawardena, 2015). Let's take a simple example of a grammar lesson that is usually considered boring. If the teacher strictly follows the tasks given in the textbook, students will have to do the writing and reading tasks, then the teacher will lead a grammar lesson to their students' boring hard-digesting experience and will certainly not satisfy the need for a more exciting and successful grammar class.

In sum, game-based learning is the most effective at the moment. In real contexts, games use substantive and useful vocabulary. They can be used in this case to provide instruction in both language skills and grammar points, and can be used to practice other forms of interaction.

Grammo or Grammar Monopoly

Grammo is a learning media used by the researcher to know the student's perception of the effectiveness in grammar mastery. Grammo is a media that focuses on honing the brains of students in the recall and review of grammar lessons discussed in class. Grammo is a cardboard game whose design generally resembles the game Monopoly, it's just that the Grammo content matches the grammar material studied in that class. The researcher

discovered the students' perception of Grammo in grammar learning in this study. What supports this is that grammar lessons, especially past tense, which is the focus of the research material, are easily understood by students.

Grammo or grammar monopoly is an innovative grammar learning media in the form of games that will make it easier for students to remember and apply grammar material that has been learned in school. This Grammar monopoly game is quite interesting because monopoly games have been commonly played since long ago, so the researcher tries to innovate using this media in learning because the game has been proven to facilitate students in learning and this game can be used to improve students' grammar and speaking directly.

In its implementation, the procedure of Grammo is almost the same as a monopoly game in general. If the original monopoly has a city name, then the teacher can replace it with hotels A, B, C, and D that has been modified with the topic material chosen or learned. So, for carrying out the study, the teacher prepares the cube, counterfeit money, punishment cards, and question cards. Before playing the game, students are divided into groups that have 4 students each of them. To start, each of the students is asked to roll the cube and take question cards at every place they stop at a hotel. Then, they have to answer the question correctly so they will get the money according to the amount stated. On the contrary, if they can't answer questions, they will get a penalty card. In this game, the one who collects the most money and hotel will win the grammar monopoly game.

Method

This research was applied the descriptive quantitative method since this research intended to find out the students' perception of Grammo in grammar mastery. The descriptive research method, according to Creswell (2012), is to collect information about the current situation. The data collected is strictly descriptive in nature, so it does not pursue explanations, test hypotheses, predictions or implications for the research. Matthews and Ross (2010) said quantitative research techniques are primarily applicable to data collection that is organized and can be numerically represented. Generally, since the researcher have followed the positivist epistemological method, quantitative data are collected and data are collected that can be interpreted scientifically.

Moreover, in this research, researchers have used an instrument, namely a questionnaire as a data collection tool. A 'questionnaire' is the method to gather the primary data (Cohen, 2013). By extension, 'primary data' is information that would not otherwise exist if it were not for the analysis process and is obtained by questionnaires (O'Leary, 2014).

In this research, sampling was carried out using *purposive sampling*. Purposive sampling is a method of randomly collecting samples without paying attention to the population strata on the basis of study objectives, Arikunto (2010). This is accomplished when members of the population are assumed to be homogeneous. As for the participants selected in this research, 100 students from the SMK Kesehatan Letris Indonesia 2 and MA Daarus Saadah students population were still active and were in grade 12.

In order to achieve the goals of this research, their opinion on Grammo in grammar learning would be very helpful and researchers want to find out if this Grammo is effective or not. Grammo may be an alternative media in grammar learning if the findings are declared effective.

To collect the data, the researcher was used questionnaire for assessing the effectiveness of Grammo and students' interest to board game, also the researcher was interviewed the teacher to know their perception to Grammo or board game as a teaching media in grammar mastery. For questionnaires, there are several uses, most particularly to find out what the masses are thinking. That include market research, political polling,

reviews from customer service, assessments, opinion polls and studies in social science (O'Leary, 2014). In order to avoid invalid and inaccurate data, the researcher adapted the questionnaire design by Saito et al. (2010) containing 20 items and made a further 20 items questionnaire with the same indicator as the book. Here the indicators of Saito et al:

Table 1: indicators of questionnaire

No.	Indicators	Total	Key Number
1.	Students' self-report about the difficulties of grammar	6	1,2,3,4,5,6
2.	Their perception of the teaching media	6	7,8,9,10,11,12
3.	Their perception of the effectiveness of Grammar Monopoly or board game	8	13,14,14,16,17,18,19,20
total			20

In this study, the questionnaire is a Likert Style questionnaire that provided students with five choices for answers: Strongly Agree (Sangat Setuju, SS), Agree (Setuju, S), Neutral (Netral, N), Disagree (Tidak Setuju, TS), Strongly Disagree (Sangat Tidak Setuju, STS).

It will be translated into Bahasa Indonesia for the questionnaire. This is supposed to avoid the risk of interpreting the argument from various experiences. Therefore, it was beneficial for students to understand and address the question by using Bahasa Indonesia in the sentence, and this questionnaire was shared online due to covid 19.

A very important phase in research is analyzing data. In order to provide understandable information, the data collected needs to be further analyzed. The tool used in this study to analyze the data is a descriptive statistical method. The analysis of statistical data is consistent with quantitative data, namely data in the form of numbers, while the analysis of descriptive data is based solely on its material.

Findings and Discussion

Throughout this section, the researcher described the summary of the data collected during the study, conducted at SMK Kesehatan Letris Indonesia 2 and MA Daarus Sa'adah, the study sample being the students of twelve grades and taking 100 students as sample. Before collected the data, the researcher initially began interviews with several students related to grammar lesson difficulties, especially on past tense material. Many of the interview answers, students have difficulty understanding and distinguishing between tenses and it affects their school scores. Instead the researcher leads the discussion about the use of grammar learning media where it turns out to be very important in grammar lessons and Grammo is one of the media used so the researcher gave questionnaires to 100 students to find out how effective grammar learning media is to be used.

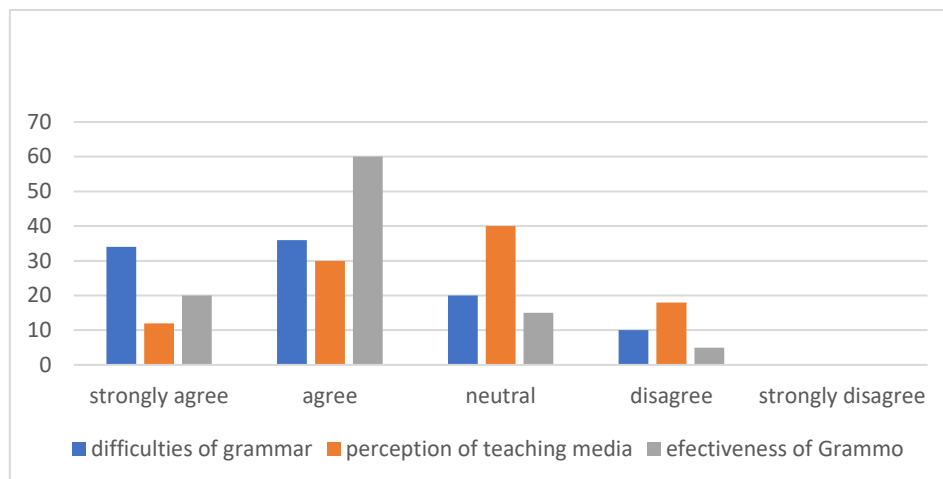


Figure 1: Data of Respondents

From the graph above, it can be seen that the majority of students agree with the existence of Grammo which is a grammar learning media and is more effectively used. From the results of the questionnaire collection, the following results were obtained:

Validity Test

To do a broad sample test of 100 respondents, items that need to be found before demonstrating that the statement predictor can be used as a study tool. If the probability is <0.05 , then the statement is true, i.e. 5 % significant amount. Meanwhile, the argument is null if the probability value is 005 (Sugiyono, 2014). The results of the validity test are below:

Table 2 : Validity Test

Indicators	Question item	Sig.	Validity
Students' self-report about the difficulties of grammar	Y. 1	0,000	Valid
	Y. 2	0,000	Valid
	Y. 3	0,000	Valid
	Y. 4	0,000	Valid
	Y. 5	0,000	Valid
	Y. 6	0,000	Valid
Their perception of the teaching media	X1. 1	0,000	Valid
	X1. 2	0,000	Valid
	X1. 3	0,000	Valid
	X1.4	0,000	Valid
	X1. 5	0,000	Valid
	X1. 6	0,000	Valid
Their perception of the effectiveness of Grammo	X2.1	0,000	Valid
	X2. 2	0,000	Valid
	X2. 3	0,000	Valid
	X2. 4	0,000	Valid
	X2. 5	0,000	Valid
	X2. 6	0,000	Valid
	X2. 7	0,000	Valid
	X2. 8	0,000	Valid

Based on the value of the validity test with a total of 100 respondents, it can be shown that all statements about the efficacy of the use of teaching media and grammar are accurate since they are shown at a relevant level of <0.05 , so it can be concluded that all statements in the questionnaire can be considered acceptable as a method for measuring research results.

Reability test

The thing that must be known is that all statement variables can be used as research tools after showing that, namely, conducting a large sample test of 100 respondents. If the Cronbach's Alpha value is > 0.6 , the statement can be reliable (Sugiyono, 2014). The findings of a reliable evaluation are the following:

Table 3: Reability Test

Variable	Cronbach's Alpha	Description
Y	0.664	Reliable
1X1	0.628	Reliable
X2	0.675	Reliable

It can be inferred that the Cronbach Alpha value from the use of teaching media and grammar in grammar teaching can be seen on the basis of the table of reliability test results from 100 respondents that all variables in the statement are declared reliable since they have reached the necessary value, namely with a Cronbach Alpha value > 0.6 .

Classical Study of Inference

The normality test, heteroscedasticity test, and multicollinearity test are the classic assumption tests utilized in this analysis.

a. Test of normality

This test is to test whether or not the observations are usually distributed, and Kolmogorov Smirnov is used in this test. The results of the Normality test can be seen in the table below:

Table 4: normality test

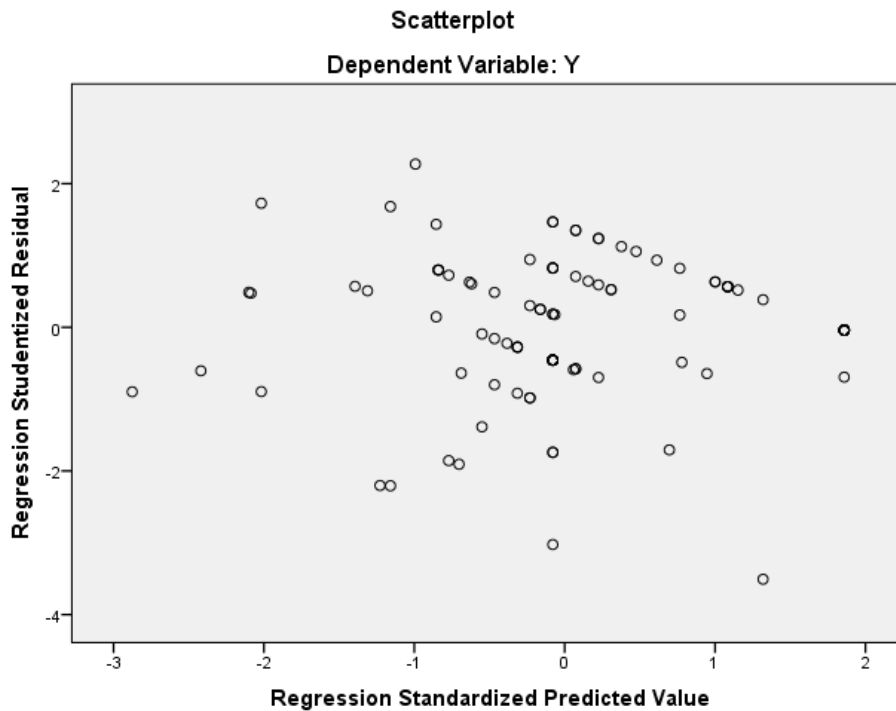
One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		102
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,71272234
Most Extreme Differences	Absolute	,145
	Positive	,093
	Negative	-,123
Kolmogorov-Smirnov Z		,197
Asymp. Sig. (2-tailed)		,146

It can be shown that the value of asymp.sig is $0.121 > 0.05$, based on the table, so it can be inferred that the data is normally distributed.

b. Heteroscedasticity test

A significant assumption of the classical linear regression model is that homoscedasticity, that is, all the disturbances have the same version, is the disturbance that occurs in the regression. The results of the heteroscedasticity test are shown in the figure below:

Figure 2: heteroscedasticity test



Based on the table, it can be shown that there is no simple trend and that the points scatter on the Y axis above and below the number 0, so there is no heterocedacity in the variables proposed in the analysis.

c. Multicollinearity test

The multicollinearity test is designed to assess if there is a correlation between the independent variables in the regression model. There should be no connection between the independent variables of a perfect regression model. It can be seen from the Variance Inflation Factor (VIF) and resistance (α) values to find out if there is multicollinearity or not.

Table 5: multicoolinearity test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	8.399	1.948		4.311	.000		
1 X1	.112	.115	.098	.973	.333	.897	1.115
X2	.259	.095	.275	2.731	.007	.897	1.115

Based on the table, it can be shown that there is no multicollinearity in the tolerance value >0.10 or in the VIF value <10.

d. Multiple Analysis of Regression

To measure the influence of Grammo as teaching media on grammar teaching. Then it must be evaluated simultaneously (F test) or partially in the multiple linear regression analysis model (t test). The rules for the F test and t test significance test are as follows:

Accept Ha: if the probability (p) ≤ 0.05 suggests that Grammo has an effect on improving student grammar simultaneously or partially. The summary of multiple linear regression research outcomes is as follows:

Table 6: Multiple analysis of regression

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.314	2	15.157	5.637	.005 ^b
	Residual	266.206	99	2.689		
	Total	296.520	101			

2a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error				Beta	Zero-order	Partial	Part	Tolerance
1	(Constant)	8.399	1.948		4.311	.000					
	X1	.112	.115	.098	.973	.333	.186	.097	.093	.897	1.115
	X2	.259	.095	.275	2.731	.007	.306	.265	.260	.897	1.115

a. Dependent Variable: Y

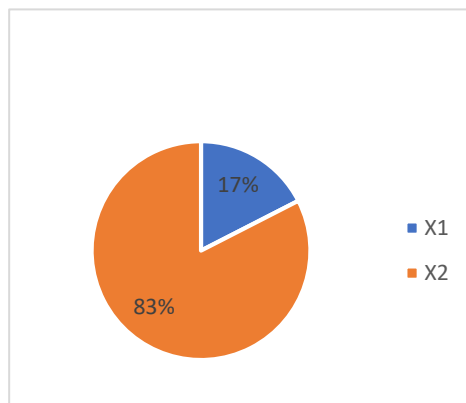
The results of the calculation are as follows, based on the table above:

$$Y = 8,399 + 0.112X1 + 0.259X2$$

Of all the variables analyzed, the beta coefficient for X1 is 0.112 and X2 is 0.259. It can be concluded that the learning media and Grammo variables have an effect on grammar lessons. but if we look at the significance of both, it can be shown that X1 with 0.333 is not sufficiently influential while X2 with 0.007 is more influential on improving students'

grammar. This states that the increasing use of grammar and more creative learning media would improve the students' grammar mastery.

Figure 3: Result of X



The test results using the linear regression test showed that learning elearning without media had a negative and substantial impact on work involvement with a value of beta coefficient + 0.259 and sig 0.001 ($p < 0.05$), which shows that the higher the use of media, especially Grammo, would increase the quality of students' grammar understanding. This is based on survey results showing that there are questions about the use of Grammo affecting the students' grammar mastery.

From the above explanation, it can be seen that before and after the Grammo was applied, the result of X1 was 0.112 and X2 was 0.259. There is a significant difference. In sum, in the learning and teaching process of grammar mastery, the Grammo can be used as an alternative teaching media.

Conclusion

This research has explore how students in grade 12 senior high school make a perception about using Grammo as a media that support stronger understanding and memory. Based on the findings of this study, it can be stated that use of Grammo can be more effective than the use of learning media that has been used before. The students also agree that Grammo can be the effective and alternative teaching media, and they believe that Grammo can improved their grammar comprehension and directly increased their ability in speaking.

However, the result of this study cannot be gneralized to all 12 grade students because the data collection is done randomly and the small number of participants is also yhe limitation of this research. However, it can be concluded that the use of grammo is effective to improve students' grammar skills and this media can be an inspiration for teachers to increase other creativity.

This is suggested to other researchers who may be involved in using grammo as research material so that they can upgrade and further develop this media so that it is increasingly used in the future. Especially since this study only focus on a students' perception, further studies could look at how the implementation of grammo is used in different grades of classrooms and investigate how teachers can implement this media in grammar lesson.

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The English Course Management at English Cafe in Developing Students' Speaking Skills

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Abstract

The objectives of this study are to find out the managements of English course and to find out what management is used in developing speaking skills. This English course used the concept of a cafe to attract students or university students. The concept of this course in an attraction in itself. The methodology of this research was qualitative research especially case study. The subjects of this research are manager, staffs, and chefs at English cafe Salatiga. The techniques of collecting data were observation, interview and documentation. The data from observation was to find out what kinds of management used in the learning process and to know how to apply its in English cafe Salatiga. The validity of data technique is triangulation by source and technique. The results obtained from this study: 1) the management of English course program at English cafe Salatiga conducted by several stages, there are planning administration and academic, organizing the management through organizational structure, motivating the English course program by implementing private, regular, online and TOEFL program, conforming through personal reinforcement by manager, evaluating the teaching learning, marketing, and administration, and the last was developing English course program. 2) The course management emphasized in developing speaking skills through learning design, strategies, and learning program.

Keywords: English café, English course, speaking

Introduction

Language is basically a means of communication in which people express their feelings, ideas, opinions and desires. There are many languages in the world and each language is different from one to another. People must be able to become a master at least in one of the languages to make relationships with others. Nowadays, in Indonesian English has become an international language which in schools must learn it. So that many students have learned the language. For Indonesian students, English is a foreign language and even many who are less interested. According to Brown (2007), anyone who learns a foreign language or second language should be completely aware that they should not be afraid of making mistake when learning language. The reason is that someone who studies languages will develop their language skills by learning from mistakes.

However, in learning English some people considered that speaking is the most difficult skill among the others. This skill makes us think of words, then make the word easy to understand when speak to somebody. Speaking cannot be repaired or edited. So many students who when speaking English in front feel nervous. They are afraid if the pronunciation is wrong, lack of vocabulary, lack confidence, etc.

Language development is not only done through learning from mistakes. But language teaching programs are also very influential, as is generally applied in schools. According to Richards (2001) the contexts for language programs are diverse and the

particular variables that come into play in situation are often the key determinants of the success program.

Teaching and learning programs as language are usually delivered by institutions such as language institutions, schools, or universities. Each institution has their own characteristics and management that is different from the others. In teaching and learning institutions there are also different component functions, such as a teacher who sometimes functions simultaneously or independently. So that one institution to another will be different.

In Salatiga there is a non-formal educational institution whose language teaching program is different from other educational institutions. The difference between other institutions is that, this institution offers a cafe-based learning method. This method was previously used in English cafe Jogja. English cafe Salatiga is a branch of English cafe Jogja. In addition, several countries such as China and UK also use the same method, there are English corner and cafe scientific. The cafe based-learning method is a combination of the concept of cafe and tutoring. The goal is to attract learning interest especially for students in the city of Salatiga, Because of applying the cafe-based learning method, this cafe is known as the English cafe. The unique of this cafe does not only apply the concept of learning in cafe but also uses learning methods that match the feel of the cafe, which is a relaxed atmosphere. Carrying the theme of learning like hanging out, as if students and tutors were gathering together in the cafe. Not only carrying the theme of the cafe, the English cafe also adapts things related to cafe. For example, the tutor in English cafe called chef and the module in English cafe is made in such a way as a menu book in which there is a secret recipe.

Another interesting thing from English cafe is about speaking skills. The programs for beginners at English cafe is more emphasized on speaking. The goal is dare to speak which means courage and confidence to speak. Speaking learning system at English cafe is different from other formal and non-formal educational institutions. In this case, Harmer (2001) states that speaking activities which is usually done are as follows: acting for a script, communication games, discussion, questionnaires, simulation and role play.

In this case, English cafe has come up with a speaking learning method which is different from the way other courses used to have. The ideal way to do that, is begin from bringing English into their daily lives and using it for real communicative purposes. Related to this, Snow (2006) stated that students can do this in a variety of ways: Gathering at English tables in a cafeteria or English corners, chatting in English in the dormitory or while taking a walk, and talking aloud to themselves or thinking in English. This research will be carried out in English cafe Salatiga on purpose to investigate the learning program & management of English cafe as a second language course institution.

Theory

The English Course Management

The course institution is a non-formal educational institution that aims to provide a knowledge both in the form of knowledge or skills, and also can be used in social life (Trianawati, 2012).

While the definition of non-formal education according to law on the National Education System no. 20/2003 (1:12) is non-formal education means education outside formal education, which can be implemented structurally or in several levels. Furthermore, in the Government Regulation (PP) no.17/2010 concerning the management and organization of education, especially non-formal education is regulated in article 100 verse

2 and 3 that: the organizers of non-formal education including courses and training institution, study groups, learning centers community, Majelis Taklim, and childhood education in non-formal.

Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims (Terry and Franklin, 2003). Management of education serves as a reference for non-formal education in measuring, evaluating, and revising activities deemed necessary.

There are six function of management non-formal education (Sudjana, 2006) as follows: 1) Planning: in this function, individual or groups who manage the education both the general and specific objects of the non-formal education program, the sequence and the process to achieve the objectives. 2) Organizing: in this function the managers select and arrange the human resource based on the facilities, infrastructural material, and the function available. 3) Motivating: it is an activity to realize the work performance or achievement of human resources in the organization in implementing the program. 4) Conforming: it is an activity to maintain human resources in the organization to be obedient and consistent in carrying out a series of activities in accordance with a plan. The conforming function includes three sub-functions, they are controlling, supervising, and monitoring. 5) Evaluating: it is an activity to collect, to process, and to present the data to be included in decision making regarding programs that are being implemented or have been implemented. 6) Developing: It is an activity to continue the program based on the results of an evaluation of the program implementation which results in a decision that the program must be followed up.

According to Sukmana and Dwilestari (2013), there are several elements in the implementation of the courses including learning resources, learning citizens, non-educational staff, infrastructure, facilities, learning costs, learning programs, learning methods, and learning outcomes.

Speaking Skills

Some experts of language learning have proposed the definitions of speaking. Brown (2004) mentions speaking are an oral interaction where participants need to negotiate the meaning of ideas, feelings and information. In this case, the listener must understand the relationship between the ideas presented. It is closely with a statement from Bygate (1987) as cited by Nunan (1991) suggests that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can be either focus on information or interaction. According to Bygate, a further feature of oral interaction is that the participants need constantly to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what.

Harmer (2002) states the reason why everyone need to speak, as follows: 1) they want to say something. What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent. 2) They have some communicative purpose. Speakers say things because they want something happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain in each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have. 3) They select from their language store, speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they possess) the language they think is appropriate for this purpose.

The Strategies for Developing Speaking Skills

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. Soltani (2012) argues that one way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

Silberman (1996:141) also mentions several strategies for developing student skills. The strategies as follow: 1) Active observation and feedback, when utilizing observers in role-playing exercises or skill practice sessions is to wait until the performance is over before inviting feedback. This procedure gives performers immediate feedback. It also keeps observers on their toes during the performance. 2) Triple role playing, this technique expands traditional role playing by utilizing three different students in the same role-play situation. It shows the effect of individual style variation on the situation's outcome. 3) Rotating roles, is an excellent way of giving each students an opportunity to practice skills through role play real-life situations. 4) Modeling the way, this technique gives students an opportunity to practice through demonstration. Students are given ample time to create their own scenarios and determine how they want to illustrate. 5) Advisory group, is a strategy for obtaining on going feedback during any multisession. All too often, teachers solicit student feedback after the course is over.

Method

This section is designed to explain the methodology of this study which to investigate the English course management at English cafe in developing students' speaking skills. It is based on the uniqueness of a course with a relaxed concept and suitable for today's youth.

The research is based on qualitative research because it deals with description of English course management that is used by English cafe Salatiga in developing students speaking skill. This study was conducted by observing the class, then interviewing the subject. The subjects in this research were manager, staff and English tutors. In this study, the tutors who handle private and group classes both studying in the cafe and outside the cafe.

The data was collected through observations, interview, and documentation. The observations in this research, the writer use participant as observer because the writer did observation by observed without taking any active part in the situation. In this case, the writer just pay attention about all activities that happen in the class, and then the writer also take notes about what was being observed. The object of observation includes the state of the environment, facilities, management, and the teaching learning process in English cafe Salatiga. The reason writer use observation method because in qualitative research, the writer must know directly the state of field so that data can be obtained and using observation techniques is to strengthen the data.

The interview was also conducted to gain more information about management in English cafe salatiga. Certain data collected through observation were cross-checked through interviews. In this interview, the writer used the personal interview. The writer made an interview with some informant in different times. The writer starts the research on May 22nd until 25th, 2019. The writer did the interview to the manager, tutors and staffs in English cafe Salatiga. The data taken in the interview includes the management and teaching learning process of English course program in English cafe Salatiga.

Data validity is better if not only measured from one source. Therefore this research uses triangulation techniques. In this technique, the writer checks the data and sources of information obtained. As for data collection or information the writer triangulated data sources as follows: 1) Triangulation of source, the data sources were obtained from several interviewees, they are manager, tutors, and staffs at English cafe Salatiga. 2) Triangulation of technique. This technique is used to test the credibility of data by checking the data to the same interviewees with different techniques after made an observation.

Findings and Discussion

The Management English Course Program at English Cafe Salatiga

There were six (6) managements English course used by English cafe Salatiga: planning, organizing, motivating, conforming, evaluating, and developing.

1. Planning of English course program at English cafe Salatiga

Planning as summarized by researchers through interviews and documentations, the manager aims to provide a place to learn English with a relaxed and fun concept. As for the learning programs offered by English cafe Salatiga are as follows: Private program, is learning program with one member one tutor. Members can more freely choose the time and place of learning. Regular program, is learning program with a maximum of 15 members and a minimum of 6 members in each class. However, usually in English cafe Salatiga each class consist of 6 members. Online program, is learning program through online media by using whatsapp as a media to study. This class that handles directly from English cafe center. TOEFL program, the leaning program is almost the same as regular and private programs. The difference is only the learning is more fixed on the secret recipe that is different from other programs.

To support the running of the program, appropriate and mature planning is needed, both from facilities, teaching staff, sevice, materials, and costs to achieve the goal of English cafe Salatiga. The plan includes member registration, chef recruitment, cost plan, and learning plan.

2. Organizing of English Course Program at English Cafe Salatiga

The following is organizing which is carried out in the English course program at English cafe Salatiga: Manager, Admin Staff, Daily Talk Staff, Marketing Staff, Academic Staff, and Chef (tutor). The highest power holder of the English cafe Salatiga is the owner. But in terms of management in each branch is manager. The manager also responsible for the program in each branch. The organizational structure created does have its own division of labor, but in the implementation it is carried out together and conditionally.

The result of organization is structure organization has made based on the certain criteria so that it is considered to have ability to implement the plan which there is a program. As for the organizational structure in English cafe Salatiga there is no display in learning place, because partnership system so that location become one with cafe.

3. Motivating of English Course Program at English Cafe Salatiga

Motivating of English course in English cafe Salatiga was carried out for 90 minutes in every meeting. English cafe give the time for member as long as 3 months to finish one level. While to finish one chapter, the member is given the time 1-2 meetings. Each program in English cafe has different module and each module has level start level 1,2, and 3. Program which is implemented is private program, regular, online, and toefl. Meanwhile, for class in English cafe there are

two classes, they are theory class and daily talk (practice). Learning especially in private program is more flexible. Its mean that learner is given freedom to choose the time and place for learn. In temporary, for regular program is more the agreement reached together because this program usually consists of 6 members in every level. Then, for toefl program has same system with private and regular program, but the module is different. The last program is English cafe online was carried out by whatsapp group and this program directly taught by the central English cafe.

The implementation of English cafe program use own module is named secret recipe and then used for learning orientation in English cafe. But, in implementation the chef has to adapt with needs and ability of member.

The implementation of English cafe program is different with the other English course. The distinguished is in the system they used. In English cafe has two class systems, they are theory class and practice class. Practice class is also called daily talk or practice together. On the other hand, in learning process English cafe is also more flexible. Its means that the member is given freedom to choose time and place by their self so that this is become the special point of English cafe as compared to courses English other.

4. Conforming of English Course Program at English Cafe Salatiga

The conforming function includes three sub-functions, they are controlling, supervising, and monitoring. The coaching on English courses at English cafe Salatiga is given by the chef to the members at the end of meeting or during the daily talk. While, for private programs done by face to face and a good emotional approach. Then, for the regular programs is held every last meeting in a week or when the daily talk. While the coaching carried out by manager of English cafe Salatiga to the staff is through personal reinforcement based on information during observation and evaluation. This matter is done to ensure that all elements in English cafe Salatiga run according to the specified procedure.

5. Evaluating of English Course Program at English Cafe Salatiga

Three forms of evaluation conducted by English cafe Salatiga. First, evaluation of administrative and marketing management is carried out once a week and is followed by manager, staffs and finance. Second, evaluation of teaching learning conducted once a month is followed by manager, staffs, and chefs. While, the third evaluation is followed by all members. This evaluation is held at the end of each meeting or every daily talk on Saturday. This evaluation along with members in addition to providing criticism and suggestions for teaching given by tutor (chef) also evaluates the learning process that has been carried out by members. The assessment is done to find out how increased the members' skills and as an evaluation of the learning program.

6. Developing of English Course Program at English Cafe Salatiga

As for the development of English course program at English cafe Salatiga there are two aspects, marketing and learning management. This development is carried out by accommodating staff and member aspirations during the evaluation. After that, an analysis and follow-up of what they conveyed.

English cafe Salatiga took criticism and suggestions from members and staff when evaluating. The development of English course program conducted by English cafe Salatiga has two aspects there are marketing and teaching learning. For the marketing, it made improvements in promotions and for the administration was to improve services to prospective new members online and directly. While for

teaching learning program, English cafe Salatiga is still adjusting to the member's abilities.

The Use of English cafe Salatiga Management in Developing Speaking Skills

In the management, English cafe applies management in general. But in some cases it emphasizes the speaking skill of the member. This is because the English cafe requires members to dare to speak.

The application of English cafe management in the development of speaking skill members is in two management, namely management planning and motivating management.

First, planning management is in the learning plan. This is evidenced by the secret recipe which also emphasizes the member's speaking skill. In the secret recipe there is also script speaking or dialogue with peers. Second, the motivating management are in strategies and learning programs. The speaking skill development of members through the strategies implemented by English cafe Salatiga, namely by dare to speak or not applying grammar directly in order to build confidence in the members. After the members' self-confidence is formed, the new chef gives members input on grammar in a step by step.

In addition to learning strategies, the development of speaking skills at English cafe is also through learning programs. The program in question is the daily talk class. Members are given 5 vocabularies to be memorized together. After that, the member was asked to make a sentence with the 5 vocabularies. Then the members were asked to speak up based on the 5 vocabularies that had been given as well. In addition, in this daily talk class, chef also provides a discussion while still keep talking in English

Conclusion

From the explanation above, it can be concluded that there were six (6) management English course program at English cafe Salatiga are as follows: planning, organization, motivating, conforming, evaluating, and developing. Planning carried out by English cafe Salatiga is divided into two, there are administration and academic. Then, the organization that has been held at English cafe Salatiga is by organizing an organizational structure. The organizational structure are manager, admin staff, marketing staff, daily talk staff, academic staff and chef. For implementation of English course program, English cafe Salatiga is held for a maximum of 3 months at each level. All programs are implemented according to each module (secret recipe) and SOP made by English cafe center. The coaching on English courses at English cafe Salatiga is given by chef to members at the end of meeting or during the daily talk. While the coaching carried out by manager of English cafe Salatiga to the staff is through personal reinforcement based on information during observation and evaluation. Three forms of evaluation conducted by English cafe Salatiga, there are: evaluation of administrative and marketing, evaluation of teaching learning, and evaluation is followed by all members. The last management is developing. The development of English course program conducted by English cafe salatiga has two aspects there are marketing and teaching learning.

English cafe used their management in general. However, there are two managements that really emphasize speaking. First, planning management is in the learning plan. This is proven by secret recipe which emphasizes the member's speaking skill. In the secret recipe there is script speaking or script peers dialogue. Second, motivating management are in strategies and learning program. In the strategies, English cafe Salatiga applied dare to speak with the aim to build member confidence. Then in

learning program, English cafe Salatiga developed speaking member through daily talk class. Daily talk is a class for member practice.

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Improving Language Learning Outcomes at Madrasah Tsanawiyah through the Talking Stick Learning Model

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Abstract

This research is classroom action research because it relates to efforts to improve learning practices in the classroom. The data collection technique used in this research is multi-technique or multi-instrument, namely: observation, measurement, and documentation. The data analysis technique used is descriptive quantitative analysis. The data obtained in the form of learning outcomes and activity observations were processed using descriptive quantitative analysis but first scoring and tabulated, then the frequency and percentage were calculated to be a reference in conducting descriptions. The results showed that; (1) The value of student learning outcomes class VII MTs Negeri Palopo in the first cycle of 20 students, there are ten students or 50% who meet the minimum completeness criteria, whereas in cycle II it increased from 20 students there were 16 students or 80% who met the minimum completeness criteria; (2) Thus, the action hypothesis proposed in this study is proof that if the talking stick model of learning is applied, the learning outcomes of the Indonesian language studies for grade VII students of MTs Negeri Palopo will increase.

Keywords: Learning Outcomes, Indonesian Language, Talking Stick

Introduction

One of the primary assets for development is quality human resources (Herwanti & Irwan, 2013). The government's efforts to improve the nation's quality through the national education system (UU Nomor 20 Tahun 2003) are directed at fostering citizens who have a love for the country, a thick sense of nationality, and a sense of social solidarity. In line with this, a learning and teaching climate can foster self-confidence and innovative and creative attitudes and behaviors. Seeing the importance of learning Indonesian, innovations in Indonesian language learning must be implemented immediately (Nasucha et al., 2015). Innovations in the learning process need to be carried out to foster the enthusiasm and motivation of students in learning languages so that later students can speak correctly and adequately both orally and in writing (Nurrahmah, 2014).

Students' success in achieving good learning outcomes in the learning process is one of the benchmarks for the success of the Indonesian language teaching and learning process (Friskilia & Winata, 2018; Kaso et al., 2021). Until now, the conditions of teaching Indonesian have not been as expected, criticism and spotlight still surfaced, especially after seeing the results of the national student exams, where there was a degradation in the ability to pass students, and the low learning achievement was shown.

Meanwhile, the spearhead of quality Indonesian language education is highly dependent on the quality of teachers, especially in managing the teaching and learning process in the classroom (Jatirahayu, 2013; Safitri, 2019). The teacher is one of the components that have a considerable influence on improving students' abilities. It is the teacher who deals directly with students in the learning process to create a learning atmosphere that makes students active in learning.

Teaching language at primary school age is relatively more manageable if the teacher has insight into learning models adapted to the learners' age (Abduh, 2014; Febrianto, 2019). There are many choices of teaching models according to the age level of students, namely the age at which the element of play still dominates the daily lives of students. For elementary school students in both the beginner and advanced class categories, learning languages through the game method is unique and fun. Children who play a lot will increase their creativity because playing is a means to change their potential.

When a teacher can understand students' instincts at his age level, he will quickly achieve learning goals. One example of understanding children's instincts is applying the talking stick learning model because it applies the principle of learning while playing so that students are not only learning but more than that they can express their creativity and, of course, feel happy and happy. It will lead to one of the school's goals, which is aimed at developing intellectual aspects and physical, social, emotional, and other aspects.

The principle of teaching-learning while playing is also a way for teachers to prevent student frustrations in the teaching and learning process due to the variety of reading materials that must be mastered or memorized. Learning while playing means an adjustment between the subject matter and individual interests, reducing the possibility of competition and opposition between students.

However, the reality in the field shows, especially for the seventh-grade students of MTs Negeri Palopo, that the learning outcomes of Indonesian Language studies are still far from ideal expectations. Students' cognitive ability in mastering learning material is still low, which is shown by the results of the evaluation of learning achievement in Indonesian, where there are 50% of the 20 students whose scores do not meet the minimum completeness criteria. Another indicator shows that students' spoken language in their daily communication at school has not shown the use of Indonesian that is appropriate to the context and standard. In addition, the results of observations showed that there appears to be lethargy and decreased student learning vitality because teachers still use a lot of conventional learning models, namely monotonous lectures without variations in other learning models.

Based on the description regarding the problems faced in Indonesian language learning, a relevant learning model is needed to deliver students to achieve learning objectives while solving low student learning outcomes so that an increase occurs. One of the learning models offered is the talking stick model.

The talking stick learning model was chosen because it brings students to learning while playing so that the learning flow is attractive to students. Learning the talking stick model is similar to a relay race, where the question starts with the student who is given the stick by the teacher, while the continuation of the question is determined to whom the stick is given by the friend who first receives the question from the teacher.

Theory

Indonesian Language Learning Outcomes

Based on Bloom's Taxonomy, learning outcomes are changes in behavior resulting from learning, including cognitive, affective, and psychomotor aspects. (Deby, 2018; Sudewi et al., 2014). These three aspects do not stand alone but constitute an inseparable unity, and these three aspects cover several levels, namely:

- 1) Cognitive aspects are intellectual abilities that include knowledge, understanding, application, analysis, synthesis, and evaluation.
- 2) The affective aspect is a feeling of emotion or value. Affective has levels, namely: acceptance, response, assessment, organizing, and acting.

- 3) Psychomotor aspects are abilities that prioritize behavioral movements that involve the understanding they have. Psychomotor aspects have levels: perception, readiness, response, mechanism, complex response, adjustment, and creativity.

Learning outcomes as a measure of students' cognitive (intellectual) abilities cannot be separated from the learning process in class and various other learning interactions. Achievement of learning outcomes is usually measured by looking at the value obtained by students as the output of the learning process. According to Hamalik, learning outcomes are when a person has learned there will be a change in the person's behavior, for example, from not knowing to know and from not understanding to understanding. (Yudiari et al., 2015; Sukirman, 2016, Alfahmi, 2014; Mustakim, 2020; Mutakin, 2015).

From some of the definitions above, it can be concluded that learning outcomes are the results that each individual has achieved after making efforts to acquire knowledge, skills, and behavior through experiences and educational interactions. However, if it is related to the context of Indonesian language research, of course, the intended learning outcomes are the results that have been achieved by students in Indonesian language learning using the talking stick learning model. The learning outcomes can be seen in the essential competencies and learning indicators contained in the lesson plan (RPP).

The Talking Stick Learning Model

Learning is closely related to learning and teaching. Learning, teaching, and learning happen together. Learning can occur without teachers or teaching and other formal learning activities. Meanwhile, teaching includes everything the teacher does in the classroom. Learning is a planned activity to modify various conditions directed at achieving a goal, namely achieving learning objectives or curriculum.

One of the processes of modifying conditions in the classroom is the teacher's skill in using the learning model. The learning model is a package or frame from applying an approach, method, and learning technique. The development of learning models is intended so that teachers understand correctly how students learn effectively. Learning models that can be selected and used must be under the situation and conditions of students, materials, facilities, and the teacher himself.

The talking stick model is a language game model that uses a stick (Martha et al., 2015; Lisdayanti et al., 2014; Sriyanti, 2015). This model is intended to train and develop students' listening skills, reading skills, speaking skills, and writing skills in learning Indonesian. Furthermore, according to Suherman, the syntax of the talking stick learning model is:

- a. The teacher prepares the stick as part of the learning aids/media;
- b. The teacher presents the primary learning material;
- c. Students read complete material on the discourse that the teacher has provided;
- d. The teacher takes the stick and gives the stick to the student, and the student who gets the stick first answers the question from the teacher
- e. Then the stick is given to other students, and the teacher gives more questions and so on;
- f. The teacher guides students to conclude;
- g. The teacher reflects and evaluates. (Widya, 2017)

The talking stick learning model brings students to learning while playing so that the learning flow is attractive to students (Wahyuningsih, 2011; Mirajati, 2010). Learning the talking stick model is similar to a relay race, where the question starts with the student who is given the stick by the teacher, while the continuation of the question is determined to

whom the stick is given by the friend who first receives the question from the teacher. (Fajrin, 2018; Pour et al., 2018).

Method

The type of research chosen is classroom action research because it is related to improving learning practices in the classroom. The data collection technique used in this research is multi-technique or multi-instrument, namely observation, measurement, documentation. The data analysis technique used is descriptive quantitative analysis. The data obtained in the form of learning outcomes and activity observations were processed using descriptive quantitative analysis but first scoring and tabulated, then the frequency and percentage were calculated to be a reference in conducting descriptions.

Findings and Discussion

This research was conducted for two cycles in class VII students in the odd semester of the 2018/2019 academic year at MTs Negeri Palopo. Each cycle consists of two learning meetings. The implementation method follows the working principle of the CAR, which consists of four stages, namely planning, implementing the action, observing, and reflecting.

The research data were in the form of learning outcomes scores obtained by students through test instruments at the end of cycles I and II, while observational data in the form of student learning activities during learning were obtained using the checklist model observation instrument. The data is tabulated and then scored, and the frequency and percentage values are calculated, which in detail can be seen in the attached sheet for the research results. Furthermore, the tabulated data is presented in several tables of the following research results to become a source of interpretation in descriptive analysis to prove the action hypothesis proposed in this study.

Results of Cycle I Research

The results of research during the implementation of learning in cycle I am in the form of learning process data, namely the results of observation activities and learning outcome data in the form of student learning test results. The results of learning cycle 1 obtained an overview of student learning activities in cycle I. Wherefrom the 20 grade VII students of MTs Negeri Palopo who were research subjects and were observed related to aspects of learning activities, the results could be explained in a descriptive scale as follows: 1) students who pay attention to information and the teacher's explanation in talking stick learning on average is categorized enough with a percentage of 67.5%, 2) students who actively ask questions during the talking stick lesson are on average deficient category with a percentage of 32.5%

Whereas if it is viewed from the point of view of minimum learning completeness with an expected value of 70, only ten students or 50% meet the minimum completeness criteria (KKM). So that classically, the scores of students' learning outcomes in the Indonesian language in the first cycle have not met the achievement of the KKM standards because the number of students who meet the KKM does not reach 50% of all students. As for the average value of student learning outcomes based on the achievement of all students divided by the number of students, the score was 67.7.

Reflection Cycle I

Based on the results of observations of student activities in the teaching and learning process and the results of learning tests, it can be reflected that in the first cycle, the

indicators of the success of the action have not been fulfilled because only 50% of students meet the minimum completeness criteria. The low test scores of student learning outcomes in cycle I cannot be separated from the low ability of students to answer text/discourse questions; students have not mastered spelling and punctuation optimally (such as when to use commas and periods), and the rigidity of the writing system. This achievement is, of course, inseparable from the inadequate quality of student learning activities which can positively stimulate and encourage their learning abilities to be better, such as students lacking the confidence to express their thoughts or ideas in response to questions from teachers or friends. In addition, students do not dare to ask questions to express the problems faced in the learning process, so that their ability to solve problems related to learning material is also effortless. Another indicator shows that the level of student participation in the talking stick game has not been maximal, were out of the 20 students who were involved well, on average, only 50% of students during the cycle I.

Therefore, as an improvement material for planning and implementing actions in cycle II, learning by using the talking stick game is attempted to make the whole process beneficial for developing students' cognitive, psychomotor, and affective abilities. It is done by evaluating the teacher's actions so that in learning interactions, they can motivate and accommodate students to have the courage to ask questions and express their views. In addition, the teacher must provide many examples of problem-solving related to learning texts/discourses.

Results of Cycle II Research

The observations of student activities in learning activities obtained an overview of student learning activities in cycle II. Wherefrom the 20 grade VII students of MTs Negeri Palopo who were the subject of research and were observed related to aspects of their learning activities in general, they experienced an increase compared to the first cycle, namely: 1) students who paid attention to the information and explanations of the teacher in talking stick learning had increased by an average percentage -Average 87.5% or very good, 2) students who actively ask questions during the talking stick lesson also experience an increase with an average percentage of 72.5% or in the excellent category, 3) students who actively answer questions asked by teachers or friends as well experienced an increase with an average percentage of 62.5% or categorized as sufficient,

As for the value of learning outcomes in Indonesian for fourth-grade students after learning with the talking stick model in cycle II, it was stated that in cycle II, a significant increase in learning outcomes was obtained, in which generally, from 20 grade IV students had very high categorized learning outcomes. As many as six students or 30%, while the rest were categorized as high with ten students or 50%, and four students or 20% had scores categorized as sufficient.

Whereas if it is viewed in terms of learning completeness, at least with a standard value of 70, the number of students who have met the KKM standard increases to 16 students or 80%. So that classically, the scores of students' learning outcomes in the Indonesian language in cycle II have met the achievement of the KKM standards and show indicators of the success of the action because the number of students who meet the KKM exceeds 75% of all students. As for the average value of student learning outcomes based on the achievement of all students divided by the number of students, the value is 80.15.

Reflection Cycle II

Based on the results of observations of student activities in the teaching and learning process and the value of learning outcomes in cycle II, it can be reflected that the learning

achievement targets that have been formulated and the indicators of success in action with the talking stick learning model have been fulfilled so that the research is considered sufficient in cycle II.

The increase in the value of student learning outcomes in cycle II cannot be separated from the corrections and improvements made during the learning process in cycle II, especially in terms of the effectiveness of teacher actions in learning which must be oriented towards the realization of the quality of teaching and learning interactions with the talking stick learning model. In cycle II, one of the things that got the teacher's attention was implementing a more creative motivation principle in learning and encouraging students to focus more on understanding the text/discourse material that will be used as material for talking stick games because the important key to the smoothness of the talking stick game is the student's ability to answer. The questions asked by the teacher so that the baton relay runs smoothly too.

Overall, the average percentage of student learning activities or activities in learning has increased positively and is generally categorized as very good. This situation is indeed very conducive to developing students' abilities, leading to an increase in learning outcomes in cycle II.

Discussion

The value of learning outcomes of Indonesian students of class VII MTs Negeri Palopo by learning the talking stick model in the first cycle showed an average value of 67.7. As for individually, only ten students, or 50% of the 20 students, meet the minimum completeness criteria (KKM) of 70; they have not fulfilled the KKM because the completeness has not reached 75% all students.

The low value of student learning outcomes in cycle I, when viewed based on the aspects assessed it appears that the weakness generally lies in the aspect of the low ability of students to answer text/discourse questions, students have not mastered spelling and punctuation optimally (such as when to use commas and periods), and the standard of the writing system. This achievement is indeed inseparable from the low level of student learning activities during the talking stick learning process, indicating that the average percentage of student activeness asking questions about things that have not been understood is still lacking, namely 32.5%. Likewise, the courage of students to answer questions from teachers or friends is still very lacking, only 30%.

These two indicators indicate that there is no effort from students to solve the problems faced in the form of asking at the same time indicate the low level of other language skills such as the ability to speak spoken language to express opinions or what they know related to what the teacher or other students say. The talking stick model as a language game model that uses sticks, according to Suherman (2009: 17), is intended to train and develop students' listening skills, reading skills, speaking skills, and writing skills in Indonesian language learning.

The low score of the test results and the realization of student learning activities in the first cycle could reflect the teacher's lack of maximum guidance and monitoring of individual student's abilities in the learning process using the talking stick model. The teacher only organizes learning in groups without looking at the aspects of individual differences. According to Mulyasa (2007: 97), the requirements for success to improve learning outcomes are "learning needs to emphasize more on individual learning even though it is carried out classically, in learning it is necessary to pay attention to the differences of students. "

Based on this, in cycle II, the teacher revised or corrected actions to provide individual enrichment in student study groups. In addition, one thing that gets the teacher's attention is implementing a more creative motivation principle in learning and encouraging students to focus more on understanding the text/discourse material that will be used as material for talking stick games because the important key to the smoothness of the talking stick game is the student's ability to answer questions. -the question asked by the teacher so that the baton relay runs smoothly too. In the second cycle, the Grade VII student learning outcomes of MTs Negeri Palopo by learning the talking stick model increased with an average of 80.15. Individually, the 20 students who met the minimum completeness criteria (KKM) also increased to 16 students or 80%. Thus, classically, it has also fulfilled the KKM because the limitations exceed the target of 75% of all students.

The increase in the value of learning outcomes in cycle II cannot be separated from the corrections and improvements made during the learning process in cycle II, especially in terms of the effectiveness of teacher actions in learning which must be oriented towards the realization of the quality of teaching and learning interactions with the talking stick learning model. The teacher's efforts to encourage an increase in student learning activities that can train and stimulate an increase in student learning abilities also produce natural results in increased student learning activities.

In general, the average percentage of student learning activities has increased quite well, such as the enthusiasm of students in learning by paying attention to the information and explanations of the teacher in talking stick learning has increased in the excellent category, students who actively ask questions during the talking stick learning also experience an increase in the excellent category after previously very low, students who actively answered questions asked by teachers or friends also experienced an increase in a moderate category after previously being categorized very low, students who read the text/discourse of the talking stick game also increased in very good categories, students who actively participated in talking stick game also improved with excellent category, and students who noted the conclusions of the learning material also experienced an increase in either category.

The increase in the percentage of students' activeness in learning the talking stick model indicates an increase in interest in learning, which can be caused because students feel happy learning with this model. In line with the theory stated earlier in the literature review, one of the benefits of the talking stick learning model is to bring students to play while playing so that the learning flow is of interest to the students. Learning the talking stick model is similar to a relay race, where the question starts with the student who is given the stick by the teacher, while the continuation of the question is determined to whom the stick is given by the friend who first receives the question from the teacher.

Based on the research results obtained in cycle II, namely, the increase in the value of student learning outcomes after going through a series of lessons using the talking stick model proves its relevance to the theory put forward by Suherman (2009: 17) that the talking stick model is a language game model using sticks. This model is intended to train and develop students' listening skills, reading skills, speaking skills, and writing skills in learning Indonesian. Thus, applying the talking stick model in the Indonesian language learning process is proven to be effective in improving student learning outcomes, especially reading and writing skills.

Conclusion

The grade VII student learning outcomes of MTs Negeri Palopo in the first cycle of 20 students or 50% met the minimum completeness criteria, while in the second cycle, there

were 16 students or 80% of 20 students who met the minimum completeness criteria. Thus, the action hypothesis proposed in this study proves that if the talking stick model of learning is applied, then the learning outcomes of the Indonesian language studies for the seventh-grade students of MTs Negeri Palopo will increase.

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A Study of Derivational Affixes Forming Noun in Motivating Book by Brene Brown

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Abstract

This study expects to an investigation of morphological analysis of derivational affixes forming noun in *Motivating Book* by Brene Brown. The focuses of the study are to find the types of derivational affixes forming noun and to identify the function of derivational affixes by using the theory proposed by Katamba (1993) to analyze the types and theory proposed by Carstairs and McCarthy (2002) to describe the function of affixes. The data were taken from the book entitled *The Gifts of Imperfection*, which is a motivating book about how people change their outlook on their life. The data of the study was analyzed qualitatively and quantitatively, and observation method was used for collecting the data. The result found there are 4 types of prefixes forming noun, such as prefixes im-, in-, dis- and re-. Meanwhile, there are 13 types of suffixes forming noun, they are suffix -ing, -ness, -ion, -ity, -ment, -y, -ance, -ism, -er, -hood, -ship, -ian and -ist. Furthermore, the prefix dis- is, moreover, the function of derivational affixes are class-changing affixes and class-maintaining affixes that found in this research.

Keywords: Affixes, derivational, morphology, noun

Introduction

Morphology is one of the branches of linguistics. It can be defined as the study of specific elements language that deals with the structure of word, the word-formation and how they are put together from smaller parts. According to Matthews (1991) define morphology is the study that concerned with the form of the word in different uses and construction. The smallest linguistics elements called morpheme. As a part of language, there are many functions of morpheme to build a word or lexeme. There are two majors categorized of morpheme, they are free morpheme and bound morpheme. Furthermore, morphemes are roots, affixes, stems and bases (Katamba, 1993).

In forming language word has an important role; the way it forms is called word-formation or morphological analysis. The word-formation or morphological analysis is the process forming a new word and breaking a word into its elements, such as roots, base, stem and affixes with the rules in morphology (Sibarani, 2002). There are some word-formation in English, they are acronyms, borrowing, blending, back-formation, conversion, coinage, compounding, clipping and affixation (Yule, 2006). Affixation is morphological process adding bound morpheme or affixes to root, stem and base for creating a different form of the words and might be with new meaning. According to Crowley (1995), affixes are kind of bound morphemes that meaningless, in that they must always be attached to free morpheme to having meaning.

There are three kinds of affixes such as prefixes, infixes, and suffixes (Matthews, 1991). The affixes that added initially to a base are called prefixes, an affix that inserted into a base is called infixes, and an affix that attached at the end of a base are called suffixes. The result of affixation process could be inflectional and derivational. Inflectional affixes defined as adding affixes to a root, stems, and bases to change only the grammatical property of word,

such as its tenses, quantity, possession and comparison. Meanwhile, derivational affixes always change the meaning and grammatical category or part of speech of the root word to which it is added.

Derivational affixes forming noun is a kind of derivational process that forms the other word-class of a word into a noun class or from a noun into noun itself by attaching prefixes or suffixes. Frank (1972) says, there is an only noun, verbs, adjectives and adverbs has form of derivational. They might be expressing a certain degree of meaning, or sometimes more than a part of speech measures. The nouns class is chosen because nouns class represent the largest class of words in the most of of languages, especially English. A noun is a word that corresponds to something (a living things, place, quality, an ideas). It is usually only a word, but sometimes not: shoes, school bus, cake and a half are all nouns. (Meriam Webster Dictionary: 2021)

There are various types of literary works such as poem, newspaper, magazine and book. This study used a motivating book by Brene Brown as the data source because it provides many words with derivational affixes. This study was focus on investigate the types derivational affixes, especially the noun maker and its function. It was seen that derivational is more interesting than inflectional. The affixes and nominal affixes were chosen because it is frequently used in written texts. It is hard to comprehend the English sentence correctly without understanding the process of word-formation especially the process and the function of derivational affixes is able to take a role to change both the meaning of the words added by prefixes, suffixes itself and the word class from the affixation process. It can also add either more vocabulary or learning of linguistic, especially morphology.

Theory and Method

One of the branches of linguistic is morphology, which define as the study of word structure. According to Lieber (2009), morphology is the study of the structure of word and process of word-formation, including the form in the language; there are many varieties of word which depend on context in the sentences. Thus, morphology refers to study of the word form and the structure. Katamba (1993) stated that, morpheme is the minimal meaningful unit that may constitute word of part of word. There are two basics categorize of morpheme, there are free morpheme and bound morpheme. Morphemes are words, root, affixes, stem and base, basically the unit of language one up from phonemes.

According to Gleason (1980), affixes are subsidiary to roots, while roots are the center of such construction as words. There are three types of affixes. They are prefixes, suffixes, and last is not normally to be found in English, its infix (Yule (2006). Morphemes added to roots to create new stems are called derivational morphemes, because they “derive” new stems from simpler ones. Often a new stem created by derivational morphology belongs to a different word class than the original stem, but sometimes not. The important characteristic of derivational morphology (sometime termed derivational processes) is that it derives stems with significantly different meaning from the stem they are attached to (Payne, 2011). Derivational morphemes have clear semantic content. In this sense they are like content words, except that they are not words. As we have seen, when a derivational morpheme is added to a base, it adds meaning. The derived word may also be of a different grammatical class than the original word (Fromkin, et al. 2007).

In morphology, derivational morpheme has two function. Those are class-changing and class-maintaining. Function of class changing morpheme is changing the word-class of the roots or bases. Meanwhile, class maintaining is the function in which the word-class of the roots or base did not changed, but it change the meaning (Carstairs & McCarthy, 2002). Nominalization refers to creation of a noun from the other part of speech (verb, adjective) or

noun itself. Nouns are created through the use of affixes, conversion and the other word-formation process. From the three types of affixes, the used of suffixes can be divided into found kinds of suffixes, there are nominal suffixes, verbal suffixes, adjectival suffixes and adverbial suffixes. The used of nominal affixes is typically to derive abstract noun from verbs, adjectives and nouns. Furthermore, the used of noun denotes actions and its results. (Plag, 2003)

The data were analyzed by using qualitative descriptive method and supported with quantitative method to shows the frequency of each types and functions of derivational affixes so it makes the writer easier to comparing each types and function. The focus was on derivational affixes forming to noun in the data source. The data of this research were taken from a book entitled *The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are* by Brene Brown. This book is categorized as self-help book, containing a motivational and inspiring guide. Wholehearted living is about appellation in our lives from an appropriate place. This book was published in 2010 by Hazelden Publishing with total pages is 138 pages which divided into 10 chapters. The book was downloaded from the website (www.pdfdrive.com).

The observation method was used for collecting the data. The observation method was done by reading the data source carefully, then finding and taking note the word attached with affixes. The next is checking the word class and meaning of each word by used an appropriate dictionary, then classifying the types of suffixes that are attached in each word. The last is to putting the data into the table and explaining the data used sentences and paragraph.

Findings and Discussion

Based on the analysis of types and function of derivational affixes, there are 158 data found in *The Gift of Imperfection*. There are affixes in form of prefixes and suffixes that derived to noun, which are divided into 4 derivational prefixes forming noun and 13 derivational suffixes forming noun. Furthermore, the function of affixes found in the data source were classified into two functions such as class-changing affixes and class-maintaining affixes. The occurrence of the function of derivational affixes presented in table below

Table 1. Function of Derivational Affixes

No.	Function	Frequency	Percentage
1	Class-changing affixes	139	87,97%
2	Class-maintaing affixes	19	12,03%
Total		158	100%

According table 1 above, it can be seen the function of derivational affixes found in *The Gift of Imperfection*. There are 158 data found, which divided into class-changing affixes are 139 words (87,97%) and class-maintaining affixes are 19 words (12,03%). The total of affixes that forming to noun in class-maintaining affixes are occurs in 1 words in 1 types of prefixes and 138 words in 10 types of suffixes. The function of class-changing affixes become the dominant function of derivational affixes used in the data source.

Table 2. Derivational Affixes

No.	Derivational Affixes		Frequency	Percentage
	Prefixes	Suffixes		
1	Im-		1	0,63%

2	In-	139	1	0,63%
3	Dis-	19	3	1,90%
4	Re-		2	1,27%
5		ing	8	5,06%
6		ness	27	17,09%
7		ion	40	25,32%
8		ity	21	13,29%
9		ment	19	12,03%
10		y	2	1,27%
11		ance	7	4,43%
12		er	12	7,59%
13		ism	2	1,27%
14		hood	3	1,90%
15		ship	1	0,63%
16		ian	1	0,63%
17		ist	8	5,06%
18			158	100%

According table 2 above, it can be seen the types of derivational affixes found in *The Gift of Imperfection*. There are 158 data found which divided into 4 types of prefixes forming noun and 13 types of suffixes forming noun. In the table, it shows total number of prefixes im- and in- is 1 word (0,63%), dis- are 3 words (1,90%), and re- are 2 words (1,27%). Furthermore, total number of suffixes -ing and -ist are 8 words (5,06%), -ness are 27 words (17,09%), -ion are 40 words (25,32%), -ity are 21 words (13,29%), -ment are 19 words (12,03%), -y and -ism are 2 words (1,27%), -ance are 7 words (4,43%), -er are 12 words (7,59%), -hood are 3 words (1,90%), and suffix -ship and -ian is 1 word (0,63%). The used of suffix -ion become the dominant types of derivational affixes that derived to noun in the data source.

The writer found the types are noun derived from adjective, noun derived from verb, and noun derived from noun. Furthermore, the function that found are class-changing affixes and class-maintaining affixes. Since the derivational affixes that forming to noun are too many to be displayed, the writer only provides several of the data and chose randomly.

1. Noun Derived from Adjective

From the data source, the writer was found 57 words that derived to noun. The affixes that were found are -ing, -ness, -ion, -ity, -ment, -y, -ance and ism. However, there is only 3 data as the representative were analyzed. The analysis of the process can be seen below.

Data 1

There are certainly other causes of illness, numbing, and hurt... (Page 1)

From the data above the word *illness*, has the word base *ill* where its word class adjective. By added suffix -ness in the end of the base, the word becomes *illness* as noun. The additional of suffix above has been change the meaning. *Ill* is not feeling well, or suffering from a disease become *illness* which means a disease of the body or mind (Cambridge Online Dictionary). Therefore, it also changes the word class from adjective

into noun, so it can be categorized as the kind of class changing affixes. To get more understanding, the way it transforms can be seen below.

ill (Adj) + -ness → **illness (N)**

Data 2

*There were two comments that addressed the **complexity** of these ideas...* (Page 17)

Based on the data, the word *complexity* with the bold mark above has the base *complex* where its word class is adjective. Then it is added by the suffix *-ity*, the word become *complexity* as nouns. *Complex* means involving a lot of different but related parts, meanwhile *complexity* is the state of having many components and being difficult to understand or find a response to (Cambridge Online Dictionary). Furthermore, since the adding of suffix, it has changed both the word-class and meaning, this data categorized as the kind of class changing affixes. To give a clearer understanding, the morphological process can be drawn as follow.

complex (Adj) + -ity → **complexity (N)**

Data 3

*Many forms of fundamentalism and **extremism** are about choosing certainty* (Page 51)

In the data above, the word base *extreme* categorized as adjective. After followed by suffix *-ism*, the word forms to *extremism* as nouns. By adding suffix *-ism* in the word base, it changes the word class and meaning. *Extreme* means very severe or bad, while *extremism* is the fact that somebody feels that other people think that they are irrational and undesirable. (Cambridge Online Dictionary). Based on the explanation and the morphological process, this analysis categorized as function of class changing affixes. To make it clear, the process can be explained below.

extreme (Adj) + -ism → **extremism (N)**

2. Noun Derived from Verb

The writer found 82 words that forming noun from verb. It was found suffix *-ance*, *-ment*, *-ing*, *-(at)ion*, *-al* and *-er*. The writer also found 1 prefix that is *re-*. Meanwhile, the writer made only 3 data analyzed are given here. The analysis of the process can be seen below.

Data 4

*... there was this powerful public service **announcement** that showed a couple screaming at each other* (Page 61)

Based on the data, the word base *announce* is categorized as verb. After added by suffix *-ment* becomes *announcement* as noun. The additional suffix above changed the meaning. *Announce* means make something known or tell people about something officially, in the other hand *announcement* is something that someone says officially, giving information about something (Cambridge Online Dictionary). Also, the class of the word above is changed. Furthermore, this analysis is categorized as the kind of class changing affixes. The process of the data is presented as follow.

announce (V) + -ment → announcement (N)

Data 5

...her mother was stuck in traffic and missed the *performance*. (Page 17)

The word *performance* above is a verb, then after attached by suffix -ance, the word becomes *performance* as noun. *Perform* is to do an action or piece of work, after attached with suffix it becomes *performance* which means how good something does a part of a task or operation (Cambridge Online Dictionary). The analysis can be categorized into class changing affixes because the process of adding suffix -ance changed the word class and meaning. To make it clear, the process of the data is presented as follow.

perform (V) + -ance → performance (N)

Data 6

Compassion is not a relationship between the healer and the wounded. (Page 10)

From the data above, the suffix -er can be seen in the word *healer*. The suffix -er commonly function as noun maker which represent a person who doing the action. The morphological process changes the meaning of *heal* and also changed the word-class from verb to noun. *Heal* refers to make or become well again, especially after injury, become *healer* which refers to a person who has power to cure ill people without using ordinary medicines (Cambridge Online Dictionary). Furthermore, this data can be categorized as class changing affixes. To make it clear, the process of data is presented in flat diagram below.

heal (V) + -er → healer (N)

3. Noun Derived from Noun

The writer found 19 words that deriving noun to noun. The affixes that found consists of prefixes and suffixes, there are prefix im-, in-, dis-, re- and suffix -hood, -ship, -ian and -ist. Moreover, there are only 3 data analyzed are given here. The analysis as follow.

Data 7

I think of it as practicing imperfection. (Page 34)

The sentence above contains base of the word *imperfection* is *perfection* and root *perfect*. The process is word *perfect* as adjective attached with suffix -ion become a noun, then bounded by prefix im- forming new word *imperfection*. Prefix dis- here change the positive meaning to negative meaning. *Perfection* is the state of being complete and correct in every way, become *imperfection* which means a fault or weakness in something that means that is not perfection (Cambridge Online Dictionary). In this analysis, the process only modifies the meaning but not change the word class. Furthermore, it can be categorized as function of class maintaining affixes. The explanation is as follow.

im- + perfection (N) → imperfection (N)

Data 8

...take the edge off of feelings that cause vulnerability, *discomfort*, and pain. (Page 40)

According to the data above, the word *discomfort* before followed with prefix *dis-* the base word is *comfort*. Prefix *dis-* attached here change the meaning of the base *comfort*. *Comfort* means a good sense of being happy and pain-free. Furthermore, *discomfort* is a feeling of being uncomfortable in physically or emotionally (Cambridge Online Dictionary). The process above, prefix *dis-* does not change the word class but only modify the meaning, and can be categorized as class maintaining affixes. The description is as follow.

dis- + comfort (N) —————> **discomfort (N)**

Data 9

*...complexity, autonomy, and a **relationship** between effort and reward.* (Page 67)

In data above, the word *relationship* before followed with suffix *-ship*, the base is *relation* and the root of the word is *relate*. Suffix *-hood* has function maintaining which is only changes the status of the base without changes the word class. Suffix *-hood* attached here change the meaning of the base *relation*. *Relation* refers to the connection or similarity between two things. Moreover, *relationship* means to the status which people being in a relation or the way in which two people or groups of people feel behave towards each other (Cambridge Online Dictionary). In this analysis only modify the meaning but not the word class. Therefore, it can be categorized as class maintaining affixes. It has morphological process as follow.

relation (N) + -ship —————> **relationship (N)**

Conclusion

Based on the result and discussion, the writers concluded that there are 158 words attached with derivational affixes that derived to noun found in *The Gift of Imperfection*. The affixes were found in form of prefixes and suffixes, which can be divided into the word that attached with by prefixes are 7 words or (4,43%) and 151 words or (95,57%) that attached by suffixes. Moreover, there are 4 types of prefixes that forming noun, they are prefix *im-*, *in-*, *dis-* and *re-*. Meanwhile, the types of suffixes were found are 13 types, there are *-ing*, *-ness*, *-ion*, *-ity*, *-ment*, *-y*, *-ance*, *-ism*, *-er*, *-hood*, *-ship*, *-ian* and *-ist*. The used of suffixes become the dominant types of derivational affixes that forming to noun in data source. Furthermore, for the function of derivational affixes found in the data source were classified into two functions such as class-changing affixes and class-maintaining affixes. The function of class-changing affixes become the dominant function of derivational affixes with 139 words or (87,97%) and the less is function of class-maintaining with 19 words or (12,03%).

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