The Effects of Grammar and Vocabulary Mastery on Students' Reading Comprehension

Lilik Yuliawati
ASM BSI Jakarta
e-mail: lilik.lyw@bsi.ac.id

Abstract - *The objective of the research is to know the effects of grammar and vocabulary mastery on students' reading comprehension. This research is a survey at private universities in Bekasi. The total sample of the research is 80 students. The data collection technique of grammar mastery, vocabulary mastery, and reading comprehension is by conducting three sets of multiple choice tests consisting of 30 questions for each test. The data analysis technique of the research is multiple linear regression analysis. Before conducting the regression analysis, there are some prerequisite tests, among others the normality, linearity, multicollinearity, and heteroscedasticity test. The result of the research is: 1) There is a significant effect of grammar and vocabulary mastery jointly on students' reading comprehension at private universities in Bekasi. 2) There is a significant effect of grammar mastery on students' reading comprehension at private universities in Bekasi. 3) There is a significant effect of vocabulary mastery on students' reading comprehension at private universities in Bekasi.*

Key Word: Grammar Mastery, Vocabulary Mastery, Reading Comprehension

I. INTRODUCTION

Students are required to improve their English from junior high school until university. It is obvious that mastering English as a foreign language (EFL) requires mastering the four skills: listening, reading, speaking, and writing. Reading is one of fundamental skills a student needs to learn to succeed in life. It is also a receptive skill that allows people to get information from around the world. The reading demands of university study are not easy. Unfortunately, however, it is all too common for students to pay little attention to their own approaches to reading, that is, how they read, and how they can improve their effectiveness and speed of their reading.

At university, students may be expected to read a wide range of texts that include the course reading pack, lecture slides, books, journal articles, internet articles, newspapers, research reports, literature reviews, case studies, and strategic plans. Students may read to prepare for lectures and tutorials, review information addressed in lectures and tutorials, conduct research for assignments, or revise for examinations. Beyond being able to simply understand texts, students will need to critique them, evaluate them, compare and contrast them, and apply the information which is useful from them.

Based on the expectation above, it makes sense that students have to pay more attention to improve their reading skill to fulfill their study needs. Therefore, they need to have good reading comprehension to understand the content of their readings. Unfortunately, the students' reading comprehension is still poor. It can be seen from the results of the reading comprehension tests given by the lecturers which are below the expected standard. This

problem could be affected by some factors related to the components of reading performance, such as reading habit, prior knowledge, grammar mastery, and vocabulary mastery.

The above condition triggers the writer to conduct this research by choosing grammar and vocabulary mastery as the predictors of students' reading comprehension. This research is conducted in order to know whether or not grammar and vocabulary mastery have significant effects on students' reading comprehension.

There are some definitions of grammar based on some experts. Swan (2005: xix) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Whereas, Lado (1961: 141) states that grammar is the study of rules that are claimed to tell the students what he should and should not say in speaking language of the social educated class. In addition, Cook and Sutter (1980: 1) states that grammar is a set of rules by which people speak and write. These rules are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but wish allow people to use their language easily and naturally most of the time.

To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language. According to Ur (1991: 76), "Grammar does not only affect how units of language are combined in order to 'look right'; it also affects their meaning". It is supported by Knapp and Watkins (2005: 32) who said "Grammar is a name for the resources available to users of a language system for producing texts. A knowledge of grammar by a speaker or writer shifts language

use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text". From that statement, it is clear that grammar is one of the important things in English because it is not just to make the sentence good but also it will refers to its meaning.

Grammar mastery means the ability to absorb the theory of sentence (functions, units, or forms) and be able or capable of creating standard forms in accordance with the rules and regulations.

Swan (1985: 5) emphasizes the importance of grammar mastery to support the good use of language. In addition, Harmer (1991: 22) declared that grammatical knowledge is important for learners who want to have communicative competence. With good understanding on grammatical concepts, learners can avoid the use of incorrect structures.

In reading English texts, students often do not understand the meaning of sentence even though they understand all words contained in that sentence. It often occurs especially in long and complex sentences. By seeing those facts, there should be technique to help students in understanding the sentence, such as analysis of sentences, knowledge of punctuation, introduction of terms, and knowledge of key words.

Vocabulary cannot be separated from language skills because it plays an important role in understanding the language holistically. Hornby (1995, 133) says that vocabulary is a list of words with their meanings. It is the core of language.

According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for a particular language or a list or a set of words that individual speaker of language might use.

Thornbury (2007: 14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. In reference to the reading comprehension, the students should acquire a number of vocabularies to get better understanding in reading an English text. Vocabulary as knowledge means the knowledge of a word not only implies a definition, but also implies how that words fits into the world.

Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2004: 2-3) define vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. More specifically, they use vocabulary to refer to "the kind of word that students must know to read increasingly demanding text with comprehension". Nunan (1999: 101) says that vocabulary is more than lists of target language words. Vocabulary is part of the language system.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972: 112) wrote that "… while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed".

Vocabulary mastery can be defined as someone's proficiency in using words and their meaning appropriately in language. Vocabulary mastery is the process to comprehend English vocabulary learned from the messages communicated. By reading a text, learners will be accustomed to looking the dictionary up guessing the words and using the words in the context properly. Good vocabulary mastery will help the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give response, speak fluently, and write some kinds of topics. On the contrary, if the learners are unfamiliar with the meaning of the words by those who address them, they will be unable to participate in conversation, ask for the information or express some ideas and thoughts.

II. RESEARCH METHODOLOGY

The method used in this study is survey method. Sasmoko (2004: 152) said that survey is data collecting from the limited cases in large numbers. The purpose of the survey is to collect information about the variables and not the information about individuals. There are three variables in this research: grammar mastery and vocabulary mastery as the independent variables and reading comprehension as the dependent variable. The analysis used for the hypothesis testing is multiple linear regressions.

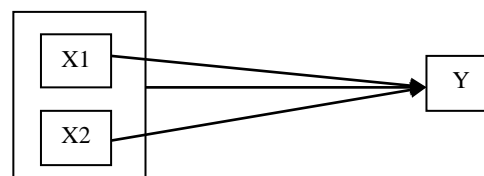The shape of this research design can be seen in the following scheme:

Figure 1. Research Design

Description:
X1 : Grammar Mastery
X2 : Vocabulary Mastery
Y   : Students' Reading Comprehension

The population in this research was second semester students of Bina Sarana Informatika Kaliabang Bekasi and Bina Sarana Informatika Cut Meutia

Bekasi majoring Management of Informatics academic year 2016/2017.

Roscoe in Sugiyono (2013: 74) stated that in multivariate research, total respondent is at least ten times of total variables. Considering this statement, the writer took 80 students as the sample of this research. In choosing the sample, there are two universities: Bina Sarana Informatika Kaliabang Bekasi and Bina Sarana Informatika Cut Meutia Bekasi. The writer took 40 students from each university to be the samples. As a result, 80 students in second semester academic year 2016/2017 become the samples of this research.

The researcher collected the data by finding out on the field of the research. The data are collected by giving three sets of objective test as the instruments to the 80 students. Before the instruments are used to retrieve the data, they are firstly tested and executed on sample of students that do not include of the research but in the same population and level. It is to determine validity and reliability of the instrument. The correlation formula of Pearson Product Moment is used to test the validity of each question and the value of Cronbach's Alpha is used to measure the reliability of the instrument.

Test requirements of data analysis are used to determine whether the data are feasible or not by using statistical tools. The prerequisite tests include normality test, linearity test, multicollinearity test, and heteroscedasticity test.

The hypothesis test used simple multiple linear regressions. In this research, the overall analysis was carried out by a computer program of SPSS version 20.0 for windows.

III. RESULT AND DISCUSSION

A. Data Description

The data from the test of grammar, vocabulary, and reading comprehension which were taken from 80 respondents were used to analyze. The aim of the analysis is to find out and give information of the research findings based on the data and variables of the research. Therefore, all the data were analyzed by using SPSS version 20.0 for Windows in order to get the results.

The data description of grammar mastery (X1), vocabulary mastery (X2), and students' reading comprehension (Y) are depicted in the following table.

Table 1. Description of Research Data

Statistics

		Grammar Mastery	Vocabulary Mastery	Reading Comprehension
N	Valid	80	80	80
	Missing	0	0	0
Mean		19.05	19.06	16.38
Median		19.00	19.00	17.00
Mode		19	17	20
Std. Deviation		5.507	5.646	4.915
Skewness		.180	-.045	-.273
Std. Error of Skewness		.269	.269	.269
Kurtosis		-.955	-1.142	-.677
Std. Error of Kurtosis		.532	.532	.532
Range		20	21	22
Minimum		9	7	4
Maximum		29	28	26

1. The Data of Grammar Mastery (X1)

Data of grammar mastery are taken from an objective test in the form of multiple choices. The test consists of 30 items out of 80 respondents. Each item will be grade of 0 if it is incorrect and 1 if it is correct. It is known that the score are in the range 9-29. It means that the minimum score is 9 and the maximum score is 22. The grammar mastery level of the respondents is on the average 19.05 (mean), standard deviation 5.507, score at the center of distribution 19.00 (median), and most frequently score in data set 19 (mode). The score of standard deviation is 5.507 means equal to 28.91% from the average score. It shows that the disparity of grammar mastery among the respondents is relatively low because as it is known that the standard deviation value describes how large the sample is. The higher the standard deviation value, the more sample data will spread (vary) from the average. Conversely, the lower the standard deviation value, the more homogeneous sample data. So it can be concluded that grammar mastery level of the respondents is homogenous.

From the description of table 1 above, it can be seen that the average score (19.05) and median score (19.00) is almost the same. It means that the data of grammar mastery level is quite representative. Meanwhile, the upper grammar mastery level which is higher than that of the average indicates that the respondents who possess the upper level of grammar mastery are more than those of the lower level ones.

Furthermore, the graph of frequency histogram illustrates the distribution of grammar mastery as follows.
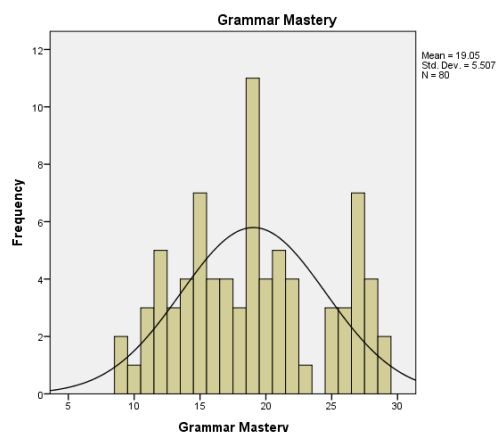
Figure 2. Histogram of Grammar Mastery

According to the figure 2 above, it can be concluded that the level of data spreading of grammar mastery of the respondents is relatively normal since the data which are scattered out of the normal curve are relatively small/negligible.

1. The Data of Vocabulary Mastery (X2)

Data of vocabulary mastery are taken from an objective test in the form of multiple choices. The test consists of 30 items out of 80 respondents. Each item will be grade of 0 if it is incorrect and 1 if it is correct. It is known that the score are in the range 7-28. It means that the minimum score is 7 and the maximum score is 28. The vocabulary mastery level of the respondents is on the average 19.06 (mean), standard deviation 5.646, score at the center of distribution 19.00 (median), and most frequently score in data set 17 (mode). The score of standard deviation is 5.646 means equal to 29.62% from the average score. It shows that the disparity of vocabulary mastery among the respondents is relatively low because the higher the standard deviation value, the more sample data will spread (vary) from the average. Conversely, the lower the standard deviation value, the more homogeneous sample data. So it can be concluded that vocabulary mastery level of the respondents is homogenous.

From the description of table 4.1 above, it can be seen that the average score (19.06) and median score (19.00) is almost the same. It means that the data of vocabulary mastery level is quite representative. Meanwhile, the upper vocabulary mastery level which is higher than that of the average indicates that the respondents who possess the upper level of vocabulary mastery are more than those of the lower level ones.

Furthermore, the graph of frequency histogram illustrates the distribution of vocabulary mastery as follows.
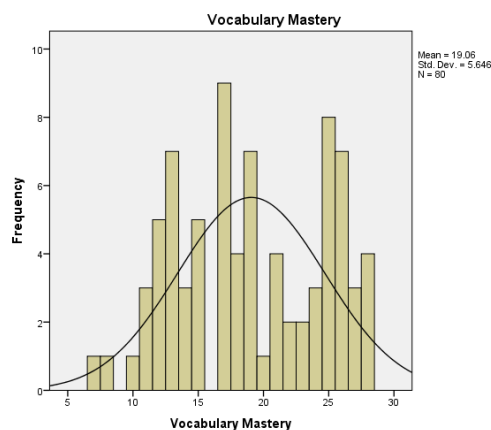

Figure 3. Histogram of Vocabulary Mastery

According to the figure 3 above, it can be concluded that the level of data spreading of vocabulary mastery of the respondents is relatively normal since the data which are scattered out of the normal curve are relatively small/negligible.

2. The Data of Reading Comprehension (Y)

Data of students' reading comprehension are taken from an objective test in the form of multiple choices. The test consists of 30 items out of 80 respondents. Each item will be grade of 0 if it is incorrect and 1 if it is correct. It is known that the score are in the range 4-26. It means that the minimum score is 4 and the maximum score is 26. The grammar mastery level of the respondents is on the average 16.38 (mean), standard deviation 4.915, score at the center of distribution 17.00 (median), and most frequently score in data set 20 (mode). The score of standard deviation is 4.915 means equal to 30.01% from the average score. It shows that the disparity of reading comprehension among the respondents is relatively quite low. So it can be concluded that reading comprehension level of the respondents is homogenous.

From the description of table 4.1 above, it can be seen that the average score (16.38) and median score (17.00) is almost the same. It means that the data of reading comprehension level is quite representative. Meanwhile, the upper reading comprehension level which is higher than that of the average indicates that the respondents who possess the upper level of reading comprehension are more than those of the lower level ones.

Furthermore, the graph of frequency histogram illustrates the distribution of grammar mastery as follows.
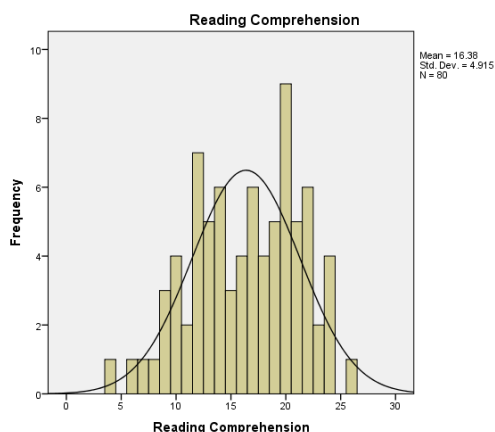
Figure 4. Histogram of Reading Comprehension

According to the figure 4 above, it can be concluded that the level of data spreading of reading comprehension of the respondents is relatively normal since the data which are scattered out of the normal curve are relatively small/negligible.

B. Prerequisite Test of Data Analysis

1. Normality Test

Normality test is used to test and determined whether the data are normal or not so that t_o, partial correlation, multiple correlations, single regression, and multiple regressions can be analyzed. To test the normality of the data distribution, the researcher used Kolmogorov-Smirnov test through SPSS version 20.0 for Windows. According the criteria of that program, the set of data will be classified as normal if the *Sig.* value is above 0.05. The result of normality test is stated as the following.

Table 2. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Grammar Mastery	Vocabulary Mastery	Reading Comprehension
N		80	80	80
Normal Parameters[a,b]	Mean	19.05	19.06	16.38
	Std. Deviation	5.507	5.646	4.915
Most Extreme Differences	Absolute	.098	.128	.107
	Positive	.091	.089	.073
	Negative	-.098	-.128	-.107
Kolmogorov-Smirnov Z		.872	1.149	.958
Asymp. Sig. (2-tailed)		.432	.142	.318

a. Test distribution is Normal.

b. Calculated from data.

From the table, we can see that all the *Sig.* value for grammar mastery, vocabulary mastery, and reading comprehension are stated consecutively by 0.432, 0.142, and 0.318. Therefore, it can be concluded that all the data are distributed normally since the values of significance are all higher than 0.05.

2. Linearity Test

Linearity test is an assumption in the regression analysis. It means that the regression line between X and Y forming whether or not in the linear line. If the line is not linear, it cannot be automatically continued to the next step.

The linearity test of the regression line can be calculated by using SPSS version 20.0 for Windows. According to the normal assumption, the set of data will be classified as linear in regression line if *Sig.* value is higher than 0.05 (Nurgiantoro et al., 2009: 329).

a. Regression Line Linearity of the effect of X1 on Y

The linearity test result of regression line of the effect of grammar mastery (X1) on students' reading comprehension (Y) can be seen in the following table:

Table 3. Linearity Test of Regression Line of X1 on Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Grammar Mastery	Between Groups	(Combined)	1336.305	19	70.332	7.372	.000
		Linearity	1175.959	1	1175.959	123.256	.000
		Deviation from Linearity	160.346	18	8.908	.934	.544
	Within Groups		572.445	60	9.541		
	Total		1908.750	79			

Based on the table 3 above, the *Sig.* value from *Deviation from Linearity* column is 0.544 which is higher than 0.05. It means that the regression line which indicates the effect of grammar mastery (X1) on students' reading comprehension (Y) is linear.

b. Regression Line Linearity of the effect of X2 on Y

The linearity test result of regression line of the effect of vocabulary mastery (X2) towards students' reading comprehension (Y) can be seen in the following table:

Table 4. Linearity Test of Regression Line of X2 on Y

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension * Vocabulary Mastery	Between Groups	(Combined)	1636.069	19	86.109	18.947	.000
		Linearity	1541.038	1	1541.038	339.086	.000
		Deviation from Linearity	95.032	18	5.280	1.162	.321
	Within Groups		272.681	60	4.545		
	Total		1908.750	79			

Based on the table 4 above, the *Sig.* value from *Deviation from Linearity* column is 0.321 which is higher than 0.05. It means that the regression line which indicates the effect of vocabulary mastery (X2) on students' reading comprehension (Y) is linear.

To sum up, regression line of both grammar mastery and vocabulary mastery on students' reading comprehension which illustrates the effects are stated in the linear position according to SPSS version 20.0 for Windows computation.

3. Multicollinearity Test

Multicollinearity test is aimed to test whether the regression model found a perfect correlation between the independent variables. A good regression model occurs when there is no perfect correlation between the independent variables. The result of multicollinearity test in this research is shown in the following table.

Table 5. Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Grammar Mastery	.406	2.465
	Vocabulary Mastery	.406	2.465

a. Dependent Variable: Reading Comprehension

From the table above, it is known that the value of *tolerance* is 0.406 > 0.1 and the value of *VIF* is 2.465 < 10. It means, there is no multicollinearity problem between grammar and vocabulary mastery in this multiple regression analysis.

4. Heteroscedasticity Test

One of the methods for detecting the presence of heteroscedstidity is to make a scatter-plot between the standardized residual (ZRESID) and the Standardized Predicted Value (ZPRED). In this research, the problem of heteroscedasticity was detected by seeing the scatter-plot through SPSS version 20.0 for Windows. The result of heteroscedasticity test in this research can be shown in the following figure.
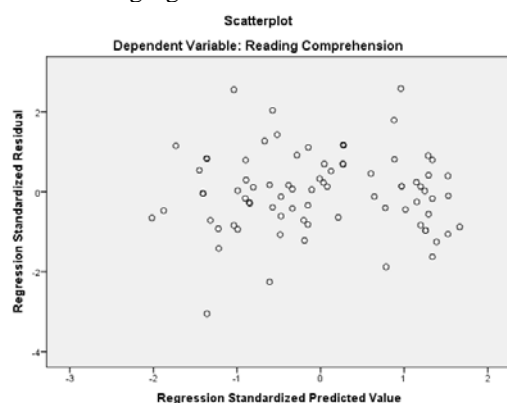

Figure 5. Scatterplot of Heteroscedasticity Test

The figure 5 above shows that the dots spread randomly and do not form a clear specific pattern. It means there is no heteroscedasticity problem in this regression model.

C. Test of Hypothesis

Test of hypothesis was done based on statistical hypothesis in the last part of chapter III. The recapitulations of the entire test can be seen in the set of following tables:

Table 6. Multiple Correlation Coefficients of the Effects of X1 and X2 on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.910[a]	.828	.824	2.063

a. Predictors: (Constant), Vocabulary Mastery, Grammar Mastery

Table 7. Regression Coefficient Significance Test of the Effects of X1 and X2 on Y

ANOVA[a]					
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1581.050	2	790.525	185.750	.000[b]
	Residual	327.700	77	4.256		
	Total	1908.750	79			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Vocabulary Mastery, Grammar Mastery

Table 8. Linear Regression Equality Test of the Effects of X1 and X2 on Y

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.507	.874		.580	.564
	Grammar Mastery	.203	.066	.227	3.066	.003
	Vocabulary Mastery	.630	.065	.723	9.756	.000

a. Dependent Variable: Reading Comprehension

1. The Effect of Grammar Mastery (X1) and Vocabulary Mastery (X2) Jointly on Students' Reading Comprehension

Refering to table 6 above, it can be seen that the coefficient correlation of the effect of grammar & vocabulary mastery jointly on students' reading comprehension is 0.910. It indicates that among variables has very strong effect because R_o is close to 1.

Meanwhile, the coefficient of determination of grammar and vocabulary mastery variables to reading comprehension is 0.828. It means that the contribution of grammar and vocabulary mastery jointly on students' reading comprehension is 82.8% and the rest (17.2%) is determined by other factors.

According to table 7 above, we can see that *Sig.* = 0.000 < 0.05 and F_o = 185.750 which means there is a significant effect of grammar and vocabulary mastery jointly on students' reading comprehension.

Based on table 8, we may drag a conclusion that vocabulary mastery contributes more influential than grammar mastery since the *Sig.* value of it (0.000) is lower the *Sig.* value of grammar mastery (0.003). Indeed, vocabulary mastery has an important role to help a student understand the meaning of the words throughout reading comprehension. By having a set of grammar mastery, it does not mean that someone would be able to comprehend the reading materials automatically. It must be enhanced by enriching activity such as studying vocabularies so that he/she can comprehend the reading materials as well. Even though the effect of grammar mastery is not as strong as vocabulary mastery, it could be a modality for a student to take an advanced activity in order to comprehend the reading materials.

2. The Effect of Grammar Mastery (X1) on Students' Reading Comprehension (Y)

Refering to table 8 above, it can be seen that *Sig.* = 0.003 < 0.05 and t_o = 3.066. It means that there is a significant effect of grammar mastery (X1) on students' reading comprehension (Y).

According to the theoretical review, reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. Operationally, the reading comprehension can be measured by using a set of objective test, which is done by students. It goes the same with grammar mastery test. It means that grammar may affect the one's ability to comprehend the reading materials.

Meanwhile, grammar is an important part of a language because if the sentences are in ungrammatical pattern, it can make the reader difficult to get the ideas; yet, if the reader has knowledge of grammar, they can easily fix them and catch the ideas of the sentences. In other words, grammar may help students understand what they read. Without it, one will be difficult to know the meaning of sentence in the context of communication.

From the theoretical review above, it can be assumed that the higher the level of grammar mastery possessed by the students especially correlated to reading domain, the higher the possibility to achieve good reading comprehension. In other words, students should have good grammar mastery if they want to convey the meaning of reading materials more easily.

To sum up, both the quantitative information and theoretical review, the writer comes to the conclusion that the grammar mastery level brings positive and significant effect on students' reading comprehension.

3. The Effect of Vocabulary Mastery (X2) on Students' Reading Comprehension (Y)

Refering to table 8 above, it can be seen that *Sig.* = 0.000 < 0.05 and t_o = 9.756. It means that there is a significant effect of vocabulary mastery (X2) on students' reading comprehension (Y).

According to the theoretical review, vocabulary is knowledge of words and word meaning in both oral and written language and in productive and receptive forms. More specifically, vocabulary refers to the kind of word that students must know to read increasingly demanding text with comprehension.

In addition, Harmer (2002: 13) points out that without grammar, very little can be conveyed, but without vocabulary nothing can be conveyed. It means that existence of vocabulary cannot be separated by the existence of a language. In other words, no language exists without vocabulary. Therefore, vocabulary is important in language learning to develop students' language skills, especially in reading. Students should have adequate vocabulary so that they can understand about the reading materials.

From the theoretical review above, it can be assumed that the higher the level of vocabulary mastery possessed by the students especially correlated to reading domain, the higher the possibility to achieve the reading comprehension.

To sum up, both the quantitative information and theoretical review, the writer comes to the conclusion that the vocabulary mastery level brings positive and significant effect on students' reading comprehension.

4. Regression Line Equation

According to regression analysis which is used to test the hypothesis, we may get the set of data stated in table 4.7 above. The regression line equation which represents the effect of grammar and vocabulary mastery on students' reading comprehension is as follow:

$$\hat{Y} = 0.507 + 0.203 \, X1 + 0.630 \, X2$$

$\hat{Y}$: dependent variable
X : independent variables

Explanation:

a. The value of constant is 0.507. It means if the independent variables are considered constant, the students' reading comprehension value is 0.507.

b. The value of regression coefficient of X1 is 0.203. It means that each addition of one unit of grammar mastery will have an impact on the

increased students' reading comprehension in the amount of 0.203.

c. The value of regression coefficient of X2 is 0.630. It means that each addition of one unit of vocabulary mastery will have an impact on the increased students' reading comprehension in the amount of 0.630.

IV. CONCLUSION

Some conclusions of this research can be presented as follows:

1. There is a significant effect of grammar and vocabulary mastery jointly on students' reading comprehension.

2. There is a significant effect of grammar mastery on students' reading comprehension.

3. There is a significant effect of vocabulary mastery on students' reading comprehension.

This research is still very short in detail. Hence, we need to conduct further research to find out more about grammar mastery, vocabulary mastery, and reading comprehension.

REFERENCES

Cook, S. and Sutter, R.W. (1980). *The Scope of Grammar: A Study of Modern English*. New York: McGraw-Hill.

Harmer, J. (1991). *The Practice of English Language Teaching*. New York: Longman.

Harmer, J. (2002). *The Practice of English Language Teaching*. Harlow: Longman.

Hatch, E and .Brown, C. (1995). *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press.

Hornby, A.S. (1995). *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press.

Kamil, M.L., Hiebert, E.H. (2004). *The teaching and learning of vocabulary perspectives and persistent issues*. New Jersey: Lawrence Erlbaum Associates Publishers.

Knapp, P. & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press.

Nunan, D. (1999). *Research Methods in Language Learning*. Cambridge: Cambridge Univeristy Press.

Sasmoko. (2004). *Metode Penelitian*. Jakarta: UKI Press.

Swan, M. (2005). *Grammar: Oxford Introductions to Language Study*. New York: Oxford University Press.

Thornbury, S. (2007). *How to Teach Vocabulary*. Essex: Pearson Longman.

Ur, P. (1991). *A Course in Language Teaching (Practice and Theory). Great Britain*: Cambridge University Press.

Wilkins, D.A. (1972). *Linguistic in Language Teaching*. London: Arnold.

Lado, R. (1961). *Language Learning Vol. 11, March 1961: Linguistics and Foreign Language Teaching*. Michigan: University of Michigan.

Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Swan, M. (1985). *ELT Journal Vol. 39: A Critical Look at the Communicative Approach*. London: The British Council.

The Schizophrenia in The Main Character of A Beautiful Mind Movie Directed by Ron Howard

Sri Arfani[1], Safitri[2]

[1,2]ABA BSI Jakarta
Jl. Salemba Tengah No. 45. Jakarta Pusat
Email: [1]sri.saf@bsi.ac.id, [2]safitri@bsi.ac.id

Abstract - *In literary works character and characterization are important elements because they built the story. Character is a person represented in a movie, story or other narrative work. In the movie, the character can be used as a field to be analyzed, one of which is psychology. Psychology discussed in this paper in term of psychological illness that is schizophrenia. The objective of this analyze is to know the schizophrenia that experienced by main character, John Nash that taken from A Beautiful Mind movie. The Analyses are kinds of schizophrenia, the struggles of Nash, and the moral value that we can get from this movie. There are 3 Kinds of schizophrenia that showed in this movie. First, is about paranoid schizophrenia. The symptoms of paranoid are hallucinations and delusions. Second is about disorganized schizophrenia. There are symptoms that experienced by disorganized schizophrenia: disorganized speech and disorganized behavior. Third is about undifferentiated schizophrenia. The symptoms are seeming lack of interest in the world: social withdrawal. As the result of schizophrenia that experienced by John Nash, he experience of better alteration. At the end, Nash win the Nobel Prize. Although his hallucination friends never gone, but he never think about it.*

Key Words : Character, Psychological Disorder, Schizophrenia, A Beautiful Mind Movie

I. INTRODUCTION

1. Background

Literature is a term used to describe written and sometimes spoken material. Derived from the Latin Litteratura meaning "writing formed with letters," literature most commonly refers to works of the creative imagination, including poetry, drama, fiction, and nonfiction. Why do we read literature? Literature represents the culture and tradition of a language or a people. But, literature is more than just a historical or cultural artifact, but can serve as an introduction to a new world of experience. In this case, the writer chooses to discuss the movie. In a movie there are many things that can be analyzed as character, social value, psychological of the writer, the political situation, etc.

Movie is an art too. The movie was made with rolled into one the art and technology. Based on characteristic movie is a part of culture. Beside that movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Many people like watching movie, such as children, adults, and elders.

In literary works character and characterization are important elements because they built the story. Character is a person represented in a movie, story or other narrative work. Character have particular moral, intellectual, and emotional qualities which represented from what the person say in the dialogue and from what they do the action. Every topic in movie has different influence, As the movie that the

re3ercher want to discuss, the main characters has a psychology disorder. Psychology is the scientific study of mind and behavior. The word "psychology" comes from the Greek words "psyche," meaning life, and "Logos," meaning explanation. John Nash in this movie has a psychology disorder that is the schizophrenia.

A Beautiful Mind as the object of the discussion with title "The schizophrenia in the main character *of a Beautiful Mind movie directed by Ron Howard*" is very interesting and the Moral value of this movie is as a human being we do not have to surrender to achieve appreciation for the better life.

Schizophrenia in main character of A Beautiful Mind movie Directed by Ron Howard, the main character's named John Nash and the movie was released in United States on December 21, 2001.

2. Theoretical Framework

Nowadays, watching movie becomes one of the daily activities for many people. People may have different purpose in watching movie, such as, for refreshing, adding knowledge, studying foreign language, and understanding foreign culture.

According to Andrew Vassiliou (2006:2) "A film, otherwise known as a movie, moving picture, motion picture of 'Flick' is defined as: " a sequence of photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity" or "a form of entertainment that enacts a story by sequence of images giving the illusion of continuous movement". It means that film

is a form of story or motion image continuously, so we can get the message from the motion image that we watched.

Character is an important element in literature. Various characters in the story are made by author's creativity. Author creates the characters according to their tastes: for example, the profession, status and attitudes. Every character has different part in the story.(Huntley,2007:8).Other definition proposed by Andrew Bennett and Nicholas Royle (2014:63), they said that "Character are the life of literature : they are the objects of our curiosity and fascination, affection and dislike, admiration and condemnation.

The word schizophrenia which translates roughly as "splitting of the mind" and comes from the Greek skhizen, meaning "to split" and phren, meaning "mind", schizophrenia does not imply a "split personality" or "multiple personality disorder" a condition with which it is often confused in public perception. Rather, the term means a "splitting of mental function", reflecting the presentation of the illness.

According to Levine (2009:10) "Schizophrenia is a brain disorder characterized by a variety of different symptoms, many of which can dramatically affect an individual's way of thinking and ability to function". It can be said that Schizophrenia is brain disorder which have a variety symptoms.

The next argument comes from Brain (2012:15) "Schizophrenia is a psychosis, which means that the individual does not have the grip on reality that someone suffering from a neurosis has. Symptoms of schizophrenia include hallucination, thought disorders, language disturbances and inappropriate feelings (or flattening of feelings)." It means that schizophrenia is Psychosis and the symptoms are hallucination, thought disorders, language disturbances and inappropriate feelings. There are five types of symptoms characteristic of schizophrenia namely :delusions, hallucinations, disorganized speech, disorganized behavior, and the so-called "negative" symptoms.

From all those definition, the writer can conclude that schizophrenia is brain disorder which have a variety symptoms, not only characterized by positive symptom of hallucinations, delusions, thought disorder and disorganized behavior. But also they do not socialize with the environment.

II. RESEARCH METHOD

The methods and some procedures are used to complete this analysis. The researcher applies descriptive qualitative research method, the researcher is using descriptive data in the form of words written or spoken of people and offenders can be observed. The researcher takes source from movie, the researcher collect the data to analyze that

is The Schizophrenia in The Main Character of *A Beautiful Mind movie Directed by Ron Howard.*

In adition, the researcher use library research for data collection method. It means tht the researcher collects several books from diferent author and takes some points that related with the topic of research to conduct and to finish this analysis.

And then the data analyzed with some procedures to makes consummates this analysis. The prcedures are first the researcher watches a beautiful movie epeteadly to understand and to get idea to choose the title. Furthermore, some theories from several books that related with the title to analize schizophrenia in main character are analyzed; second, data and information were identified from the theories. Here after, the researcher analyze the data to find the problem to discuss with deeply in this research.the last, the researcher gets the result for all of the problem and finish this research

III. DISCUTION AND RESULT

There are 3 types of schizophrenia found in *A Beautiful Mind movie.* John Nash as the main character is depicted as paranoid schizophrenia, Disorganized Schizophrenia and Undifferentiated Schizophrenia. The major Symptoms characteristic of schizophrenia can be seen from the main character who suffers from the mental illness through his dialogue and scene in the movie.

a. There are 3 types of schizophrenia in A Beautiful Mind movie:

2.   Paranoid Schizophrenia

In this movie, there are scenes that show the paranoid schizophrenia. The predominant symptoms of paranoid are hallucinations and delusions. Hallusinations

Data 1. Auditory Hallucination and Visual Hallucination.

Picture 1

Picture 2

Nash wonder when Charles came to his room

Man : Oh, Christ. The prodigal roommate arrives.
John Nash : Rommate?
Man : […] John Nash?
John Nash : Hello.
Man : Charles Herman. Pleased to meet you

Nash's first hallucination is a roommate named Charles Herman, a literature student at Princeton University in 1947. While Nash looks through the window, he heard a voice of someone speaks in his room. Then he looks back, see a man enters the room and introduces himself as Nash's roommate. Nash's expression is wonder. Nash wonders when Charles comes to his dorm room by saying "roommate?" This word indicates his surprise. From the conversation above, Nash guides the viewer that he is not sure whether Charles is real or not.

Nash met William Parcher

Man : Professor Nash. William Parcher. Big Brother..at your service.
John Nash: What can I do for The Department of Defense? Are you here to give me a rise?

Another Nash's hallucination is William Parcher. He meets William Parcher, a government agent that seeks out Nash's intelligence in the field of code-breaking. While Nash goes outside after his work in MIT, someone called his name. Nash stops and looks back to a man behind him who introduced himself as William Parcher. In the movie, Parcher, as a secret agent he always wears black suit. He is the only man in the film who always wears hat that interact with Nash. Even indoors, he wears it and never put off. In American culture it is considered impolite. He does not wear his hat except in his own office. From this analysis the viewer can comprehend that William Parcher is Nash's hallucination.

a. Delusions

Nash experiences delusions of persecution, delusions of grandeur, delusions of reference, and delusions of control. Those things will be explained in detail as follows:

data 2. Delusion of Persecution

Picture 3
Alicia Wonder about Nash's attitude

Nash has experiences the delusion of persecution in which the Russians are persecuting him. After being chased by the Russians and an exchange of gunfire, Nash become weird. He comes home late and Alicia asks him why he did not call her, but Nash just walking through Alicia to the room and locks the door. Alicia wonders and asks Nash to open the door.

The another is delusion of Nash. He was paranoid because of the light that Alicia turn on.

John Nash : Turn it off! Turn off the light! Why would you do that? Why would you turn the light on?
Alicia : What is wrong with you?
John Nash : You have to go to your sister. I left the car out the back. You take commonwealth. No side streets, you stay where it's crowded

Nash also acts so strange in his house. He becomes angry when Alicia turns the light on of his room. He also asks Alicia to go to her sister's house and not to far from the crowd, but Alicia refused. After it he is looking the window carefully, he sees Parcher out from his car.

3. **Disorganized Schizophrenia**

The main featureof disorganized schizophrenia is speech that is very disorganized, illogical, and hard to follow. The other symptom is disorganized behavior, causing impairments in person's ability to take care of him or herself, work, and interact with others.

Data 1. Disorganized Speech

Picture 4

Nash talked something that no one unders Martin Hansen : Nash is going to stun us all with his

genius. Which is another way of saying, he doesn't have the nerve to compete. You scared?

John Nash   : Terrified, mortified, petrified, stupefied..by you. No starch. Pressed and folded. (00.09.46 – 00.10.04)

Disorganized speech of Nash is shown in his word when he is challenged by his friend, Hansen to play Go. He says "Terrified, mortified, petrified, stupefied by you. No starch. Pressed and folded".

The other example is, when Nash tells Charles that he tries to find his original idea, he works out calculation oh the glass window of his dorm room and dismisses classroom instruction as " the finding of lesser mortal." He emphasizes the word of "lesser mortal" with high tone. We see people looking up when they heard Nash's shooting.

Nash said something to people loudly

John Nash   : You know half these schoolboys are already published? I cannot waste time with these classes. And these books, memorizing the weaker assumptions of lesser mortals! (00.08.23 – 00.08.36)

Data 2 disorganized behavior

Picture 5

Picture 6

It can see the disorganized behavior of Nash when shaking hand to someone; he does not see people's face. From Picture. 5 and 6 above, he also does not see people's face when they are talking. From the picture above, it show that Nash shaking hand with his friend and talking to people without looking their face when he does not realize that he has one of the symptoms of schizophrenia.

He also shows his awkward gestures when he talks to someone. It is shown from Picture 1 below when he talks to Hansen that there is no innovative idea in Hansen's paper. From picture 2 below when Alicia invites Nash to go dinner. Then Picture 3 below

when Nash tells Charles that he meets a girl and wants to marry her. All of these awkward gestures happen when he does not realize that he is schizophrenic.

Picture 7

Picture 8

Picture 9

4. Undifferentiated Schizophrenia

If an individual doesn't have the characteristics of the other three types schizophrenia, it is classified as undifferentiated. It can be said that the other symptoms for undifferentiated is negative symptoms. The negative symptom in this movie is seeming lack of interest in the world: social withdrawal.

Data 3. Social withdrawal

Picture 10

Picture 11

Based on picture 10 and 11 above Nash said that he doesn't like people.

> *Charles   : Maybe you're just better. which the old integers than you are With people.*
> *John Nash : My first grade teacher, she told me..that I was born with two*
> *helping of brain, but only half a helping of heart.*
> *Charles   : Wow! She sounds lovely!*
> *John Nash   : The truth is that I-I don't like people much. And they don't   like me.(00.07.43- 00.08.02)*

In the movie, Nash withdraws himself from people. He is unsociable man and rarely find himself interacting with people. When he is in university, he tells Charles that he does not like people, and they do not like them too. Nash's opinion emphasizes that he doesn't has good relationship with people is true.

b.   The struggle of main character

The struggle of the main characters is showed in many scene. Nash struggles to ignore his hallucination friends and tries to socialize with people. Alicia, his wife, she always supports Nash to Struggle with his schizophrenic. Until Nash win the Nobel Prize.

Picture 12

Picture 13

Picture 14

From Picture 12 until Picture 14 he struggles to understand that Parcher, Marcee and Charles cannot coexist with Alicia. He tries to remember all about Parcher, Marcee and Charles. It happens while bathing his son. Alicia barely manages to save their children from drowning. Then Alicia runs to the phone to call the psychiatric hospital. Parcher, Charles and Marcee appears. Parcher and Charles urge Nash to kill his wife. Nash tries to ignore. He pulls Parcher away from his wife because he tries to shoot Alicia. Then, he also understands that Marcee just his hallucination.

Picture 15
Nash made sure to Alice that Marcee can't be real.

John Nash : I understand. She never gets old. Marcee can't be real. She

never gets old. (01.38.22 - 01.38.47)

With Nash's dialogue, we know that Marcee is another Nash's hallucination like Charles and Parcher. Later, Alicia brings Dr. Rosen to say to John. Dr. Rosen says that John need to start on a higher run of insulin shocks and a new medication. But john, does not want.

Picture 16

Picture 17

Nash got motivation from her wife, Alicia.

Alicia : You want to know what is real? This [while wipe Nash's

cheek and hold his hand] this is real. Maybe the part..that knows the waking from the dream.. maybe it isn't here. Maybe it's here [touch Nash's chest] . I need to believe that something extraordinary is possible

*John Nash : [Nod's he*ad] (01.44.12 – 01.45.10)

After that incident, Alicia always supports Nash. She tries to make Nash sure that he can recover by saying "I need to believe that something extraordinary is possible". With Alicia's word, Nash feels better. Two months later, he goes to the Princeton University to meet Martin, his friend.

Picture 18

Picture 19

Picture 20

Parcher annoyed Nash with his word
John Nash : You're not real. You're not real!
William Parche r : Is that what you are, soldier? Some useless ghoul? A local madman?
John Nash : I am not a soldier.
William Parcher : you'll end up in a cell! Old, worthless, discarded.
John Nash : There is no mission,
William Parcher : While you rock and drool, the world will burn to ashes!
John Nash : You're not real. You're not real!
William Parcher : you're still talking to me, soldier.
John Nash : There is no mission! I'm not a soldier!
Martin : John, John, hey, hey ,hey .John, it's okay! I just heard what happened, I'm sorry!
John Nash : I'm not a soldier.
Martin : John, hey Nash. Nash , hey you're all right. (01.49.33 – 01.50.18)

After Nash meets martin in Princeton University, Parcher appears and tries to influence Nash by saying that he is useless man. Parcher always follows Nash to make his mind disorganized. But he tries to ignore and to rebut William Parcher's word. Then, Martin comes and makes john calm. He is back to home and tells to Alicia about incident that happened in the university. John feels sad, but Alicia always give support to John by saying " maybe try again tomorrow".

In the first class, Charles and Marcee follow him. John tries to ignore, than Chales say something. Finally, john says not only to Charles, but also to Marcee that he will not talk to them. Day by day, his hallucination friends never lost, but he tries habitually to ignore them. Until one of the student come to him, that is the first time John take a

conversation to other people who develop his theory that he wrote in Princeton. It makes John gets better and brings him to be a professor.

In March 1994, Nash was being considered for the Nobel Prize. From Picture III.62 in December 1994 he goes on to win the Nobel Memorial Prize. Then, From Picture III.63 and Picture III.64 "Nash's theories have influenced global trade negotiations, national labor relations, and even breakthroughs in evolutionary biology. John and Alicia live in Princeton, New Jersey. John keeps regular office hours in the Mathematics Department. He still walks to campus everyday."

The end titles make closure interpretation that Nash improves enough to live a more normal life, even though his hallucinations and delusions never gone, but he never think about it.

c. Moral Value in the movie of beautiful mind

A Beautiful Mind movie makes someone who suffers from it are not unlike the rest of life. The movie makes us wonder. The main character, John Nash, although he was diagnoses schizophrenic he always struggle with his illness. John Nash is someone who has strong desirability to fight with himself. He tries to get up from his schizophrenia. Many troubles always come, but he always believes that he can recover from it. As a human being, sometimes trouble makes us surrender. But if we do not try to find the solution, we cannot pass it. After many troubles that we passed, of course there are beautiful things that God plans for us.

Then, we can also get the moral value from his wife, Alicia. While Nash begins to behave erratically, she never leaves him alone. Yet, she tries to observe Nash's behavior. Then, she wants help her husband to recover by inform a psychiatric hospital. Nash is hospitalized by Dr. Rosen. After she knows that Nash is schizophrenic. She always supports Nash with her patience and love until Nash gets better. Like as Nash's speech, "It is only in the mysterious equations of love that any logical reasons can be found. I am only here tonight because of you. You are the reason I am. You are all my reasons." From Nash's speech above, he understands that with love he gets better.

IV. CONCLUSIONS

The summary of the whole contents of the paper had been analyzed. First, is about kinds of schizophrenia in main character that experienced by John Nash. John Nash is depicted as paranoid schizophrenia, disorganized schizophrenia, and undifferentiated schizophrenia. The symptoms of paranoid are hallucination and delusion. The symptoms of disorganized schizophrenia are disorganized speech and disorganized behavior. And for the symptoms of the undifferentiated schizophrenia is seeming lack of interest in the world: social withdrawal.

Second is the struggle of John Nash. Nash struggles to ignore his hallucination friends and tries to socialize with people. He struggles to understand that Parcher, Marcee, and Charles cannot coexist with Alicia.It can be said that they are just Nash's hallucination. Nash always try to ignore Charles and Parcher's word. Alicia, his wife, always supports Nash. She tries to make Nash sure that he can recover.Until Nash experiences of better alteration and wins the Nobel Prize in Economics for his revolutionary work on game theory.

Third is about the moral value from this movie. As a human being, people may not surrender from trouble that comes in our life. If they do not try to find the solution, they can not pass it. God give us trouble just because of love. Just obedient, patient, and believe to Him. People can know the biggest miracle will come after the storm. And in this movie, the moral message comes from his wife, Alicia. She always supportNash with her patience and love without complain anything until Nash gets better. Like as Nash's speech, "It is only in the mysterious equations of love that any logical reasons can be found. I am only here tonight because of you. You are the reason I am. You are all my reasons." From Nash's speech above, he understands that with love he gets better.

REFERENCES

Ariyasa, I Wayan Eka. 2016. *The Influence of Setting on the Three Dimensional Aspects of Main Character* In The ALCHEMIST. Vol. 15 number 1, April 2016. Retrieved from:http://download.portalgaruda.org/article.php(May 24th, 2016)

Barkin, Kay. 2016. *Glossary of Mental Health/Mental Illness Terminology.* US.Retrievedfrom:http://www.mentalhealthconnection.org (May 24th, 2016)

Bennett, Andrew and Nicholas Royle. 2014. *An Introduction To Literature, Critism and Theory.* Britain : Pearson Education Limited.

Brain, Christine. 2012. EdexcelA2 Psychology Student Unit Guide: Unit 4 New Edition How Psychology Works. UK. Licensing Agency Ltd.

Cherry, Kendra. 2016. *A List of Psychological Disorders.* Retrieved from:

https://www.verywell.com/a-list-of-psychological-disorders-(May 18th, 2016)

Culler, Jonathan. 2009. Literary theory. New York : Sterling Publishing Co. Inc

Eagleton, Terry. 2008. Literary *Theory :An Introduction. Minneapolis:* University of Minnesota Press.

Elsaesser, Thomas and Warren Buckland. 2002. Studying Contemporary American Film A Guide to Movie Analysis.

Henderson, Victoria. 2013. *All American: Glossary of Literary Terms*. Retrieved from: http://faculty.ksu.edu.sa/omarhuwari/Documents/ (May 19th, 2016)

Levine, Jerome and Irene S. Levine. 2008. *Schizophrenia for DUMMIES*. Indianapolis, Indiana: Wiley Publishing, Inc.

Lombardi, Esther. 2015. *Literature*. Retrieved at: Classiclit.about.com/od/literaryterms/g/aa_whati sliter.htm

McBridge, Kelli. 2009. *Introduction to Literature &* ENG/HUM 2433 World Literature I: Literary Glossary. Retrieved from: http://kellimcbride.com/litglossary.htm (may 21st, 2016)

Milhorn, H Thomas. 2006. *Writing Genre Fiction:* A Guide to the Craft. Florida, USA: Universal publisher .

Mulyawan, I Wayan. 2015. *Three Dimensional Aspects of the Major Character* in Oscar Wilde's Vera. Vol. 15 number 1, April 2015.Retreived from: https://repository.usd.ac.id/5044/1/2471_PHENO MENA+VOL.15+NO.+1+- +April+2015+%2528RS%2529.compressed.pdf (May 21st, 2016)

Plante, Amber. 2013. Voyages in Fourth Grade Language Arts: Student Edition. USA: 12 Complete Curriculum.

Smith, Meli and Jeanne Segal. 2016. *Schizophrenia.* Retrieved at: http://www.helpguide.org/articles/schizophrenia/ schizophrenia-signs-types-and-causes.htm (June 11th, 2016)

Vassiliou, Andrew. 2006. *Analyzing Film Content:* A Text-Based Approach. UK: University of Surrey.

William C. Lloyd. 2013. *Psychological Disorders.* Retrieved at: https://www.healthgrades.com/right-care/mental-health-and-behavior/psychological-disorders. (June 4th, 2016)

Biodata Penulis

Dr. Sri Arfani, S.S, M.Pd. Memulai karier mengajar pada tahun 1998 di LPIA cikarang dan Bekasi, pada saat itu beliau dipercayakan menjadi Koordinator bidang akademik Bahasa Inggris. Pada tahun 2004 beliau bergabung menjadi dosen tetap di ABA BSI Jakarta hinggga sekarang. Beliau juga telah berpengalaman menjadi pembicara di beberapa seminar internasional dan nasional, dan telah menghasilkan beberapa karya ilmiah.Saat ini beliau telah selesai melanjutkan studi S3 di Universitas Negeri Jakarta di jurusan Pendidikan Bahasa dengan kosentrasi pendidikan bahasa Inggris.

Improving Students' Speaking Skill Through CLT An Action Research

Anggraini
AMIK BSI BOGOR
Jl. Raya Merdeka no. 168 Bogor
Email: anggraini.ngg@bsi.ac.id

Abstract - This is an action research study that aimed to improve students' speaking skill through communicative language teaching technique. It discusses how is communicative language teaching technique can improve students' speaking skill. Private language schools, on other hand, tend to be better equipped than some goverment schools (thought his not always the case), at English training course students' speaking skill is still low especially in basic level. The students of english training course find the difficulties in speaking skill; the students have felt boring with the old technique in improving their speaking skill. In the class room action research the writer uses the picture reconstruction, and students have to discuss and tell in their group, each group contain of 4 until 5 students, the writer made three cycles, and the writer gives the score each cycle according to the speaking measurement.Based on the result research and concluded that the students can improve their speaking skill through communicative language teaching technique. In the first cycle the average students' score is 60, in the second is 70 point, and in the last cycle is 80 point, and writer has made a graphic of each cycle.
Key Word: Action research, Speaking, CLT

I. INTRODUCTION

English is one of the language in the world plays an important role in many various fields, as many people try and strive to master this language, so that can easily graps the information and communicate to each other. In english language teaching, we recognize the four of skills, those are: listening, speaking, reading and writing. All those skill are very important for those who want to master the English. (Harmer, 2007)

In Indonesia English language is English is the first foreign language, which is taught to the students of primary or secondary school of Indonesia,All around the world, students of all ages re learning to speak English, but their reason are for wanting study english can differ greatly. A huge number of the students learn English in primary school around the world. They have not chosen to do these themselves, but learn because english is on curriculum. (Harmer, 1998)

Good speaking activities can and should be extremely enganging for the students. If they all are participating full and if the teacher has set up activity properly and can give symphetic and useful feedback, they will get tremendous satisfaction from

We need to be clear that the kinds of speaking activities are not the same as controlled language practice, where, for example, students say a lot of sentences using a particular pieces of grammaror particular funtion. A good english teacher should be able to organize teaching learning activities, they have to give materials using suitable techinque. A good technique maymake students understand and master the lesson.

Mastering speaking skill is very important for the students in order to make the student are able to communicate in English with other people from others country easily especially if they want to go abroad, it is obligation for them to be able to communicate in English since English is applied as the first international language in countries all over the world. More over Indonesia is now being one of the ASEAN free trade countries which means that if they cannot master speaking well, they will never be able participate with.There are many problem related to improve students' speaking skill, most of the students were not really motivated in speaking task. (Saputra, 2015).

Private language schools, on the other hand, tend to be better equipped than some goverment schools (though his is not always the case), they frequently have small class sizes, and crucially, the students in them may be well have chosen to come and study this will affect their motivation at the beginning of the process. At english training course students' speaking skill is still low especially in basic level. The writer so interested, to teach english language at English course, because in this course the students have more chances to develop or increase their potency and knowledge in connection with English.

The students of english training course find the difficulties in speaking ability, the students have felt boring with old technique, and so the writer chose the communicative language teaching especially in improving students' speaking skill and writer proposes a research problem that is" improving students' speaking skill through communicative language teaching technique an action research at English training course.

Based on the discussion above,then the researcher try to make use of Communicative Learning Teaching (CLT) to solve the existing problem.

It is because during learning process of CLT, students' are hoped to communicate orally and

conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting so the students don't fall asleep during learning English (Harmer, 1998). Learning activities in CLT focuses on real oral communication with variety of language without too focus on form of grammatical patterns if distinguished with noncommunicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English (Harmer, 1998).

In relation with CLT to teach speaking, research has shown that CLT can be used to improve students' speaking skill (Efrizal, 2012). Thus, based on its benefits for English learning and other good values of the use of CLT, in order to enrich the research, this study is then proposed to improve the speaking skill for the students of English Training course.

A.Speaking

Speaking the faculty of oral communication is significant to an individual's living processes and experiences as are the faculties of seeing and walking. Without speaking, people must remain in almost total isolation from any kind of society. Here people wish to emphasize that they are not thinking of "speaking" solely terms of formal occasions as public speaking as frequently conveived. People are, rather thinking of those many, and very important, daily experience when they speak to other persons for purposes that range from simple to complex communication.

As stated before in the first chapter that speaking is one of the four skills which play a significant role mastering English. It is the most complex skill than the three skills in performing it and learning it, not only does people deal with their cognitive basic to learn the forms of language, but also deal with internal inside themselves. In finding out whether some phychological problem in particular, the feeling of inferiority may affect the students in learning the english speaking skill, it is obviously significant to know what speaking is and some matters that are connected with it.

Speaking is a skill of convey words sounds of articulation to express or to deliver ideas, opinion, or feeling. Therefore, there are purposes (kinds) of speaking, namely to inform to persuade, and to entertain" from this definition, it is clearly seen that speaking is the process of sharing with another person, or with other persons, one's knowledge, interest, attitudes, opinions, or ideas. In addition, delivery of ideas, opinions, or feeling is some important aspects of the process of oral communication trough which a speaker's conception become actual to him and his audience.

Speaking is one way to communicate with ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to (Ricckheit, 2005) speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Speaking, as one of the English language skill has some aspects. According to Spratt, there are four aspects of speaking,they are: fluency, pronunciation,grammatical accuracy, and body language. Furthermore,explains that fluency is speaking at a normal speed, without hesitation,repetition or self- correction, and with smooth use of connected speech. Meanwhile, accuracy in speaking is the use of correct grammar, vocabulary and pronunciation. According to (Jones, 2007) fluency means using simple words to express meaning, even though longer words might be more descriptive.

Also, fluency means speaking slowly and clearly, not speaking fast and unclearly. Fluency depends on knowing more vocabulary and on confidence – and on not worrying about losing face by making mistakes. Another component of fluency is being able to articulate easily and comprehensively.

Meanwhile, Accuracy means not making too many mistakes. We certainly want our students to become more fluent, but we also want them to become more accurate. An overconfident, inaccurate speaker can be an irritating companion, though preferable to a silent one. In addition (Lan, 2010) state that fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or abreakdown in communication.

Meanwhile,accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language. From above description, it is known that accuracy and fluency are closely related, which leads us to the notion that accuracy as well as fluency is necessary for successful communication.

The aim of teaching speaking in our life, we easily see that everybody moves to do their activities to get what they want and need. Some of them go to office to work and finally get salary. Students go to school to study hard because they want to pass the examination. A child acts politely and warmly because he want to get a prize from his father. A mother treats her child mercifully because she wants him to grow ip and become a wise man. In short, everybody has some purposes when he or she does an activity or when people do something; they have aims with it. It also happen when someone speaks to others. He or she has aims. These aims are relatively intended to get easy in communication. Because the easiest way of

communication is by speaking.B

B. Communication Language Teaching Tecnique

CLT itself started in the late 1960s and continues to evolve. It is not actually a method but an approach to teaching based on the view that learning a language means learning how to communicate effectively in the world outside the classroom. It developed mainly as a reaction to the limitations of previous methods which put little, if any, emphasis on the ability to communicate or interact. It was also influenced by developments in the way the language was described

taking into account the communicative function of language, that we use language to do things like suggest, invite, agree, request,criticize, predict, and so on (Richard, 2001)

The communicative language teaching (CLT) is an integration of skill thought and learned with a communicative view. CLT means to teach a language in such a way that the learners can communicative with other people in real life situations. The learners who learn English language want to be able to communicative socially on an everyday basis with native or very able non native English language speakers. The concept of communicative competence was first introduced by Hyme in Europe in the mid 1960s and many researchers have helped developed theories number of new approaches developed.

(Richard, 2001) give the principles of CLT in the classroom procedures:

1. Learners learn a language through using it to communicative.

2. Authentic and meaningful communication should be the goal of class room activities.

3. Fluency is an important dimension of communication.

4. Communication involves the integration of different language skill.

5. Learning is a process of creative construction and involves trial and error.

According to Richards & Rogers view above, communicative language teaching refers to communicative. Teacher can gives the opportunity to talk about their reading in the classroom with real life context. Activities will build mental and skill of students to communicative.

Referring to the above points, CLT is an approach that requires practice. In Improving students' speaking skill through CLT; students are encouraged to actively communicate in the classroom.

C.Theory of Action research

This research employed Classroom Action Research (CAR) design. The purpose of conducting CAR was to solve the problems happened in the classroom that is faced by the students. This was in line with the description on the background of study. One of the

problems faced in the classroom was learning achievement in speaking skill. Hence, by doing Classroom Action Research (CAR), hopefully the researcher got the improvement of learning quality in the classroom as learning achievement in speaking skill. In line with this, (Latief, 2008) argued that Classroom Action Research is the research design that is constructed for improving the quality of learning in the classroom.

Classroom Action Research, initially a researcher identifies problems which happens in teaching learning process, then sets the plan, design a way to solve problems, and implements the plan. Therefore, the researcher focuses on a particular classroom aiming at finding the solution for the problems takes place there.

Action research is development tool for teacher that involves observing or gathering other data about a class throught interviews, case studies, and questionaries. A teacher can establish a cycle of identifying problems, planning changes in response, implementing changes and gathering and analyzing data to evaluate the implementation." Action research can be used to help general development or to resolve specific problems with teaching or learners.

Example, a teacher has problems with giving feedback to learners on speaking problems and decides to record their classes.They then analyze the recording to identify more effective ways or correction.They implement changes based on this,and collect data to analyze whether feedback is now more useful to learners.

Stephen Kemmis has developed "a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: planning, acting, observing, reflecting" (Kemmis, 1992)

1. Planning

Three defining characteristics of action research are that it is carried out by practitioners for our purposes, classroom teachers rather than outside researchers.secondly, that is collaborative. And thirdly, that it is aimed at changing things." A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluating the results of tragties tried out in practice. (Nunan, 1992)

2. Acting

A piece of descriptive research carried out by a teacher in his or her classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation, would not be considered by these commentators to be action research.

3. Observing

They are many steps in observes an action research;

Step 1: Initation: A teacher comes to me with a problem; his current group of students do not seem intested or motivated.

Step 2: Premilary: we spend some time collecting baseline data that trought observation and recording classrom interaction.

Step 3: Hypothesis: after reviewing the initial data, we form the hypothesis that the students are unmotivated because the content of the classroom is not addressing the needs and interest of the students.

Step 4: Intervention: the teacher devises a number of strategies for encouraging the students to relate the content of the lessons to their own backgrounds and interest. These include increasing the number of referential over display question.

Step 5: Evaluation: After several weeks, the class is recorded again. There is much greater involvement of the students, and the complexity of their language and the student led interactions in enhanced.

Step 6: Dissemination: the teacher runs a workshop for collegues and presents a paper at a language conference.

Step 7: Follow up: the teacher invitages alternative methods of motivating students.

4. Reflecting

In this section is discussed how to get started in a process of action research and reflection. The first step is usually identifying an idea.this may start out as a general idea. You do not have to be too ambitious at first, all right suggests that a good place to start may be explored simply by getting students to discuss it is in class.

As far as action research is concerned there is often no need for a radical change in what you do in the classroom. Becoming a researcher does not mean stopping being a teacher.

5. The advantages of action research

a. It can be used to investigate any issue of concern.
b. As a tool it is versatile and easy to use.
c. It promoted shared understanding and approaches.
d. Action are developed within, and foe, a

specific school enviroment and so are more likely to succed.
e. Members of the school community are more committed to actions that they themselves develop, share and monitor.
f. Actions are defined and improved through the cycle of research .
g. Change is owned and managesd by participants.
h. Students,administator teachers parents and other can take a part.
i. Collaboration builds trusts and support.
j. It can start small and support.
k. It can start small and grow time.
l. Outside help and expertise can be invited in.

II. THE RESEARCH FINDING AND ANALYSIS

English Training course has some facilitators to support the activity in that institution such as audio visual class, teacher's room, all of classes begin in the morning until evening in addition, it has outing program such as moving class, visiting class, and Sunday meeting.

The writer interests to perfrom an action research at English Training Setu-Tangerang to knowing how far the student's ability in speaking English through comubication language teaching technique for basis level.

A. The Process Of The Research

1. Observation

The observation includes the English teacher and the students at English Training Course Basic level.Teacher gives picture reconstruct to the students. Students make group of four or five, each group get part of the picture reconstruct. Each member of the group has to discuss and tell the picture story reconstruct.

2. Interview

Interview with English teacher as key informant and the students as informant is used to get more information in anything that interrelated with speaking class, especially in CLT, and the assessment process with in structural instrument as questionnaire which is applied in interview and direct practice of evaluate the students' ability. Realization of processing data collection is occurred by the writer and helped by the English teacher.

B. Teaching Speaking through Communication Language Technique

1. Preparation of Teaching Speaking through Communication language teaching Technique.The writer done preparation by doing routine activity such as absent of the

entire student, prepare the subject materials are going to discuss.The teacher has the lesson planning before they are teaching in the classroom. the teacher divided the class into several groups that consists of 3 to 4 students.

2. Teaching Learning Process.

The writer teaches speaking through communication language technique at the basic level of English training course setu-Tangerang.In teaching speaking through CLT technique, firstly the students is guided to activate what they know that will help them understand what they speak, make prediction, and set purposes.Then, the writer made small groups, each group consists of 3-4 students, the teacher gave the picture and explained what the students should do. The teacher gave clear instruction about the task and selected one team leader for each group. Students are given different parts of a picture story; they have to reconstruct the whole narrative even though individually they have to seen only a small part of it. This is done because each member of the group has seen a different picture; by talking about their pictures together the narrative emerges. Here is a procedure for the technique.

III. RESULT AND DISCUSSION

a. Cycle 1

Reconnaissance
In this first cycle, the writer wants to improve the students' motivation first, because in this level the students's motivation in speaking skill is too low. The reasonable to suggest that the motivation that student bring to class is the biggest single factor affecting their success the students' vocabulary in this class have to improve too because their vocabulary in this class have to improve too because their vocabulary is still less. So the writer gives some vocabularies that have correlation with the picture reconstruction.

Picture 1. Reconstruction cycle 1

Planning
The writer makes the first lesson plan before going go to the classroom. The lesson plan contains of the step how to teach speaking according CLT technique.
Acting

The student is devided into five groups and each group consists of three until five students. Each group is given of the following picture and told to study it. After a couple of minutes the teacher takes the pictures back from the group, the teacher makes new groups(one from A, one from group B, one from group C, one from group D). The students in the new group have to try and recontruct the story bu discussion what they saw on each picture. The teacher then gets the different groups to tell their stories.

Observing
At the first, the students are not confident in their speaking skill, and the students be given enough time to prepare. As the students build their confidence and the classroom environment becomes more free and active, the teacher could gradually increase the difficulty and make the game more versatile. To motivate and encourage the students, give the point to the best student and groups each time.

Reflecting
To reflect this matter, the students must build their self confidence and the classroom atmosphere comfortable, in order to have real life communication.the result of the first cycle is not satisfied enough, so the writer has to improve the students' ability and self confidence.

Cycle 2

Reconnaissance
From the first reconnaissance in the cycle 1 the writer still finds some problem they are: the students' motivation, vocabulary and self confident are still low, and the students' speaking skill is still low too.in the second lesson plan the writer wants to improve the students' motivation, vocabulary and speaking ability.
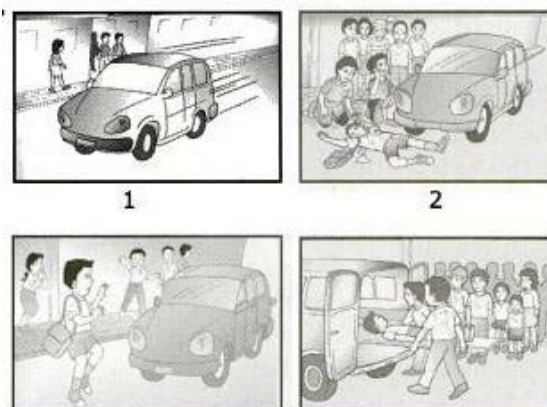
Picture 2. Reconstruction cycle 2

Planning
In the second cycle, the writer makes the second lesson plan, the lesson plan contains of step of how to teach speaking according discussion technique with different pictures.

Acting

Each group of the students is given different picture, and told to study it, and discussion it their group. After a couple minutes the teacher takes the pictures back from the group, the teacher makes new groups (one from group A, one from group B, One from group C, and one from D). The students have to recontruct the story by discussing what they saw on each their picture .then the teacher gets the different groups to tell their story, often with picture sequences there will be more than on version of the story. The teacher yhen shows the students all of the picture.

Observing

The writer observes the students' speaking skill and their selfconfident. In the second they motivated by giving the points or score in each group.

Reflecting

The result in the second cycle is the students already have improved their speaking ability and their self confident. Even though, they do it for getting more point or score, but the writer convinced that that step by step the students are going to improve their speaking ability.

Cycle 3

Reconnaissance

From the second reconnaissance the writer has found the improvement in students' speaking ability, and the students' motivation. In grammatical the students still have problem, they can not use good sentences in grammar but it is not be big problem.
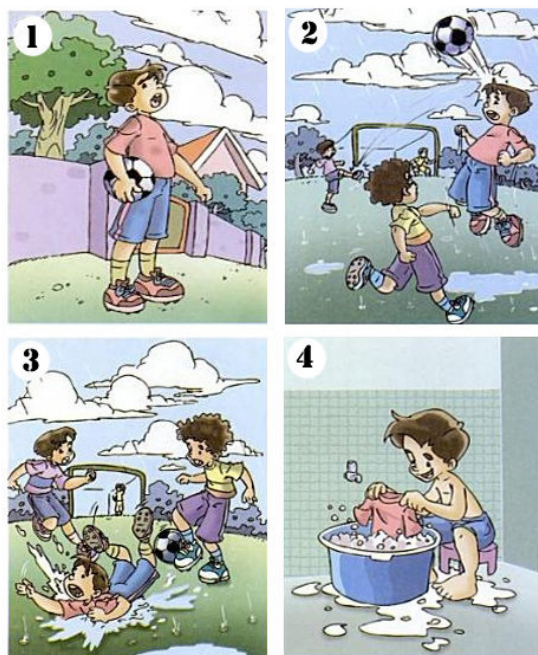

Picture 3. Reconstruction cycle 3

Planning

The lesson plan is prepared for the third cycle. The students have to prepare to give an opening in their

performance.

Interpreting data

From the action research that the writer done, there are some improvements from the first cycle until the third cycle, so the writer makes scoring according the cycles. In the first cycle the writer gives sixty point, average from each group, in the second cycle the writer gives seventy points. And the last cycle the students' score eighty points. This is the score graphic:
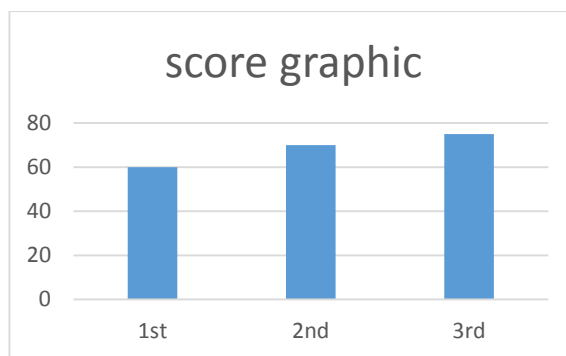
Picture 4. Score graphic

IV.CONCLUSION

Based the result of the research, the writer has some following conclusion; the interested techiques in teaching learning process by using communicative language teaching will help students in receiving material especially speaking. There is significant difference or the influence of communicative language teaching usage, to the students' achievement in learning speaking. To improve the students' speaking skill, communicative language teaching is very easy to understand by students and it is an efficient method. The writer offers communicative language teaching as a tool of teaching speaking for some reasons: first, the techique gives student's ideas easily; second the students are able to know and understand how to speak.

REFERENSI

Efrizal, D. (2012). Improving students' sepaking Trough Communicative Language Teaching Method at MTS Ja-alhaq. *International Journal of Humanities and Social Science*.

Harmer, J. (1998). *How to Teach English: An Introduction to Practice of English Language Teaching.* Newyork: Longman.

Harmer, J. (2007). The Practice of English Language Teaching. *Pearson Longman*.

Jones, L. (2007). *The Student-Centered Classroom.* Newyork: Cambridge University press.

Kemmis, S. a. (1992). The Action Research Planner 3rd edition. *Deakin University*.

Lan, L. (2010). Fluency And Accuracy in Spoken English - Impication for classroom practice in bilingual context.

Latief, M. (2008). Penelitian Tindakan Kelas Pembelajaran Bahasa Inggris. *Universitas Negeri Malang*.

Nunan, D. (1992). *Research Method in Language.* Cambridge: Cambridge University Press.

Ricckheit, G. a. (2005). *Hand Book of Communication Competence.* Berlin: Moutende Gruyter.

Richard, J. a. (2001). Approaches and Method in Language Teaching. *Cambridge University press*.

Saputra, B. J. (2015). Communicative Languange Teaching. *Premise Journal*.

Author Profile
Anggraini,M.Pd was born in Sawahlunto, 19th December 1985. She graduated from STKIP Kusuma Negara Jakarta majoring English Education and Post gradute program state university of Indra Prasta PGRI Jakarta majoring master of English Education. She has been teaching for almost 8 years. Now she is a lecturer at AMIK BSI Bogor.

Metaphor In Novel "Sepatu Dahlan" By Khrisna Pabichara
(Stylistic Analysis)

Oktariyani

Universitas Nahdlatul Ulama Lampung
Jl. Hanafiah. Lintas Timur, Mataram Marga. Kec. Sukadana, Lampung Timur.
Email: oktariyani.yani@yahoo.co.id

Abstract - *The purpose of this study is to get deep knowledge of metaphor; (1) based on the creation of meaning, (2) based on images, (3) based on the meaning of field ecosystem. This study describde the functions of the metaphor in the novel Sepatu Dahlan by Krishna Pabichara. This study used method used content analysis. The approach of this study is stylistic that is part of a qualitative approach. Steps of this research are (a) intensive reading and repeat reading novel that will be researched, (b) make notes every phrase, clause, or sentence of metaphor in the novel (c) identify some things there are in objective of this research and (d) do the analysis and do data interpretation.The results of the data analysis found 48 sentences included in the category of metaphor is based on the creation of meaning, which consists of 8 sentences of blank symbols, 28 sentences of natural symbols and private symbols 16 sentences. While the function of metaphor in the novel of Sepatu Dahlan includes expression language functions and communication of speech acts consisting of illocutionary and perlocutionary.*

Keywords: Metaphor, stylistic, novel, kinds of metaphor, the function of metaphor.

I. INTRODUCTION

In the process of writing a literary novel, language is a means of to convey the brainchild and imagination author. The language used author will determine how the story in the novel could affect readers to interested finish his reading. Someone reading literary can aims to amusing themselves with anything other than the fact daily, or to fill the time free or as an alternative to from activities that factual undertaken and in feel every day, to satisfy and also think want to know the information. The audience literary seeking anything in qualitative of a work of literature is new experiences. The description of inner that affords enjoyment of its own, enrich inner and feelings or something useful in the Estetica.This, of course, depends on creativity language created by the author.

In a literary novel languages used is the result of the process of thinking and the chase words creative. The story in a novel appointed by the author could of experience of life author own, or experience others a more suitable implementation to be appointed into the story novel. Themes that raised in a novel is covering all aspects of problems in daily life. For example, matters relating to the issue of love, miss, anxious fear, death religious, lust, poverty, political, and others. The themes are raised and expressed after passing intense in feeling, subjective-selection, and uncultivated with a capacity of imaginative and creative by the author into the form of the world cover. As do the work of Fira Basuki through his novels with a title the windows, is a literary work full of such hope that expresses about the relationship affair.

Author creativity in language use also related to the use of the style of language used. Style of language in a literature cannot be released because relating to any element that should appear in a literary. One of a breed of the style of language that is in a novel is the style of language comparison which includes the personification of, metaphor, similes, and hyperbole, but the style of language metaphor that will be focus researchers in this research.

For the assessment about the style of language referred to as the study stylistic according to Thornborrow & amp; Wareing (1998:3) stylistic is:

A branch of linguistics which studies the characteristics of situationally-distinctive uses language.with particular reference to literary language, and tries to establish principles capable of accounting for the particular choices made by individuals and social groups in their use of language.

Based on quotations above so stylistic is his critical approach used to analyze aspects of language in a literary. Language aspects referred to not only to the meaning of a word or sentence indeed but more to grammar and its structure order to be able to describe meaning who were contained in a literary.

Widdowson (1975: 116) defines stylistic is:

by Stylistics' I mean the study of literary discourse from a linguistics orientation and I shall take the view that what distinguishes stylistics from literary criticism on the other hand and linguistics on the other is that it is mean of thinking the two.

Based on quotations above stylistic can be used in analysis aspects discourse in a literary. Discourse aspects referred to are an aspect of linguistic and aspects of arts contained in a literary. Stylistic capable of bridge interpretation of the meaning based on the aspect of language and aspects art in literary criticism simultaneously.

Bradford said that stylistic stressed that style of language literary formed and influenced based on the context of that covers (1) competence and character readers, (2) the will of social culture who dominated all discourse linguistic including literature, (3) interests system that process and interpretation all phenomena, linguistic and nonlinguistic, literature and non-literature. Style of language literature in stylistic influenced by skill and emotional readers in interpretation a literary. In addition the context of social culture who dominated background he made a literary good effect on the style of language literary produced. Style of language literacy also influenced by system deliver to system rules literary or non-literature.

According to Endraswara research style of language can be seen from three aspects, namely, first see from a writer, by studying the depth of an author in display style language.Second, seen from features literary text, by means of studies and categorizes style of language who appeared in the text. Third, a style that connected with the impression that obtained from people. To analyze stylistic there are two approaches, namely, first, begins with analysis systematic about system linguistic literary work, and continued to interpretation about the characteristics of literature, interpretation directed to meaning in total. Second, studies a number of a specific characteristic which distinguishes one system with system other.

The statements above can conclude that stylistic study should until in two things, namely meaning and function. Meaning, sought by an interpretation attributed to in totality work, while the implicit function of the role of stylistic in building work.

Thus stylistic is the science of the style of language. It is not only a study of the style of language in literature, but also in the language in general. But keep in mind that the work of literature is a unity of discourse that contains all the ideas or ideas of the author. In addition, literary works also have a style of language that generally reflects the totality of the work, not just parts of the language aspect. Thus, the stylistic study is generally conducted in an effort to explore the totality of literary and analytical significance in particular that attempts to see the part-part style of language through code and style of language.

Furthermore, there is a positive correlation between literacy learning carried out creatively, with a choice of materials that can stimulate students' critical

power, and literature can be a means that leads students to maturity level. So in the field of education has made an integrative learning model by using literature as a vehicle for improving language skills. o humanize human literature needs to be learned. Literature, in addition, to refining the mind and mature man, can also arouse the imagination, able to arouse the sense and thought. This thinking experience is what all students need in their growth to become a whole human being. Language and literature teaching can build humanity and culture so that it can give birth to a society that is able to think critically, independently, and able to express and appreciate well.

According to Kinayati (2006: 85) literature in teaching can help linguistic teaching because literature can improve language skills. Literature can help education as a whole because literature can enhance cultural knowledge, develop inventiveness, taste, and intention, support the formation of character, develop a personality, broader life insight, other knowledge, and technology.

There are several reasons why researcher interested in the study of the style of comparison, especially in the style of metaphorical language, which If connected with the study of literature in the school for high school students in the style of literary language is very important, because in the style of language contains imaginative and creative authors Greatly affect the beauty of a work. Thus such things will greatly affect the personality of these students in forming creative, imaginative, critical, adult self-knowledgeable and independent.

II. RESEARCH METHOD

The research used content analysis, and used approach descriptive qualitative.

The data studied were analyzing the metaphorical forms based on the process of meaning creation, the metaphorical form based on imagery/imagery, the metaphorical form based on the field ecosystem meaning, and analyzing the metaphoric functions in the novel Shoes Dahlan. While the source data that will be used is a novel with the title of Sepatu Dahlan by Khrisna Pabichara.

The steps taken in the data collection process are: (a) intensive and repetitive reading of the novel to be researched, (b) making a note in the form of an abstract or description of every word, phrase, Calusa or phrase metaphor in the novel, (C) identifying the specs listed in the research objectives, and (d) conducting data analysis and interpretation.

This research uses the researcher himself as the main instrument in obtaining data. In order to collect research data more systematic, it is necessary to research instruments used as a tool through the analysis table, the form of analysis tables used that

refers to theories about the form and function of metaphor.

This analysis is done by a qualitative approach with content analysis method as follows:

1. Read critically the contents of the novel text in order to gain an understanding of the sentences that contain the style of metaphorical language.
2. Marking phrases containing metaphorical language styles in the novel.
3. Reduce the contents of the novel text to obtain the selected data based on the need to answer the research problem.
4. Analyze sentences that belong to the style of the metaphorical language and analyze the meaning of the sentence.
5. Pay close attention to the metaphorical language style functions used in the novel "Sepatu Dahlan by Khrisna Pabichara".
6. Write a report.

The implementation of inspection techniques is based on a number of techniques that can be used to check the validity of the data, (1) extension of participation, (2) observational observation, (3) triangulation, (4) peer checking, (5) referential adequacy, (6) Negative case, (7) member checking, (8) rice description, (9) auditing.

From the 9 techniques above, this study only uses 3 techniques, namely (1) observational persistence, (2) triangulation, (3) peer checking. Observational perseverance is carried out by carefully observing the metaphoric phenomena contained in the novel Sepatu Dahlan as well as continuous and continuous observation of the data obtained. Triangulation is a technique of checking the validity of data that utilizes something else, outside the data. In triangulation techniques can be utilized the involvement of resource persons, methods, and theories. However, in this study, the researcher only involves a competent resource person in studying the form and function of metaphor in Novel Sepatu Dahlan, in this case, the source is the first advisor and the second advisor (Dr. Aceng Rahmat, M.Pd & Dr. Zuriyati, M. Pd). The technique used in this case is to hold open discussions with the supervisor about the accuracy of the findings regarding the form and function of the metaphor. So the other researchers are needed for the rechecking of data and analysis that has been collected. The use of other observers aims to avoid as far as possible the error or lack of accurate data collection.

III. RESULT AND DISCUSSION

Before to the discussion of the metaphorical form, many scholars have argued for metaphors.

According to Fromkin, the metaphor is an expression or expression commonly used to express a concept that is literally meant to other concepts to create an implicit comparison. Meanwhile, according to Black & Breadsley (1981: 63) metaphor is understood as a process of comparing meanings by referring to an object, and comparison of objects that are meant with other objects. While according to Abrams the metaphor is:

A word of which in standard (literal) usage denotes one kind of thing, quality, or action is applied to another, in the form of an identity instead of comparison.

While according to Richard (1981: 64) metaphor is:

The meaning metaphor is the product of an interaction between vehicle and tenor, in which the tension affected by their discrepancies may be no less important than the feature and associations which are common to both.

The understanding of the concept of metaphor based on Richard's definition above is that, if one uses a metaphor, he uses two different ideas, whose overall meaning is a composite of the interaction of the two elements (vehicle and tenor). The tenor is the subject to be discussed, while the vehicle is its image. Therefore, according to Richard Tenor and Vehicle produce a meaning. Metaphor includes equations or transfers between two distinct but equally traits. Meanwhile, to understand a concept of meaning metaphor needs to be identified through, vehicle and tenor. A vehicle is a metaphor form of words or phrases. While the tenor is a word or clause metaphorically.

Based on some opinions above the researcher concluded that the metaphor is the expression of language to express a thing by using the symbol of something else. The language used by the author will be beautiful and elusive if wrapped in beautiful languages, meaning the beauty of a literary work lies in the style of language used by the author in his work.

This indicates that the style used by the author in expressing his expression uses metaphor according to the author's skill. The more able to pursue metaphorical words the more it shows the more beautiful it is. Through metaphors, the message can be delivered indirectly by placing a picture of something to explain something else. Generally, humans use metaphors because in general can contribute by using help to explain an experience that is difficult to explain without using metaphors. And the metaphor is not only limited to the use of the word but also uses the reality of human life.

B. Forms of metaphor in Novel Sepatu Dahlan by Khrisna Pabichara.

Then back again to the discussion of the form of metaphor. According to Aminuddin (2000: 140-142) classifying metaphors based on the process of

meaning creation which includes: *(1) blank symbol, (2) natural symbol, dan (3) private symbol.*

1. A blank symbol as if the expressed word reference its meaning is universal so readers easy to interpret. An example is so beautiful expanse of Dewi Sri which proud society in rural.

2. Natural symbols if the words created reveal the symbols of the reality of nature as the material of life projection. The symbol can be animal life, water, air, forest, and so on. An example of a pair of pigeons is making love.

3. Private symbols if the words are specially created symbols, and used the author to express the uniqueness or style creations. For example, his smile is so sweet in my eyes.

According to Effendi (2002: 50-51) metaphor is divided by image, which consists of: (1) meta for *image visual* (sight), (2) image *audition* (hearing), (3) *tablets* (touch), (4) *gustative* (taste), (5) *olfaction* (smell). The visual imagery metaphor (sight), is an image associated with the sense of sight. The author's experience based on his visual power is expressed in metaphors with words that show the relationship of the sense of sight, for example: Just able to gaze at your dancing lips.

1. Auditive auditory metaphor (hearing), are images associated with the sense of hearing. The sensitivity and capture that the author hears are manifested in metaphors that use words or phrases related to hearing, for example: Give the hardest laughs to treat the tears then.
2. Olfaktif (olfactory) metaphor is the image with the smell of a metaphor with words/phrases associated with the sense of smell, for example: Still left behind the fragrance that you could leave.
3. Metaphoric imagery Taklitis (touch) is an image that describes the sense of touch. Example, When your soul embraces my heart and let my soul kumbu your soul.
4. Gustaf (Spatial) imagery metaphor is a tasting image related to the taste buds, for example, Your smile as sweet as honey, touching my heart. The word honey as honey is a symbol of imprinting.

Furthermore another form of metaphor is Taking the concept of Michael C. Haley which has been translated by Wahab (1990: 60), regarding space perception of human life, metaphor can be divided by category tracking ecosystem meaning field consisting of: (1) the existence, (2) cosmos, (3) energy, (4), substance, (5) terrestrial, (6) objects / objects, (7) life, (8) animate, (9) Man.

In the meantime, there must be a suitability between nouns representing categories of space of human perception and predictions of each category. The suitability between nouns and predictions of each category can be seen in the following table:

Table. I Nomina and Prediction for All Category of Perception Space Human (1990: 145)

Group	Examples Of Nominal	Prediction
The existence	Truth, love	Exist
Cosmos	Sun, earth, moon	Using space
Energy	Light, wind, fire	Move
Substance	Sort of gas	Insert
Terrestrial	Mountain, river, sea	Laid out
Object	All minerals	Boken
Life	Flora	Grow
Animate	Fauna	Walk, run
Man	Man, with his behavior	Integrate, think

B. Functions of Metaphor in Novel   Sepatu Dahlan By Khrisna Pabichara

1.   As an Expression Function

Halliday in Sudaryanto (1990: 17-18) explains the function of language reflected in the structure of language is divided into three, namely (1) ideational function, associated with the role of language in the disclosure of content, the expression of the speaker's experience of the real world, including the world on his own. (2) Interpersonal function, related to the role of language in building and maintaining social relations, for the disclosure of social roles including the role of communication created by the language itself. (3) Textual function, relating to the task of language to form various links of various linguistic and feature-of-situation links that allow the use of language by the user.

The metaphoric function as an expressive function is also explained by Subroto that the most important metaphorical function is the expressive function. With this function, metaphorical speech is able to generate the allure, attraction, and poetic power of a speech. There is a novelty and avoids boredom, or in other words that this function makes something as if it is animated and can behave as a human being, as real as abstract becomes concrete, real and dynamic, Something that is actually absurd to be real, something that is just a natural phenomenon Ordinary life.

As a reflection of reality shows the novel is related to reality. Novels are imitations, reflections, or

representations of the world and human life. So the language function in the novel can be referential, that is the function that describes the object, the event, the object of the view, or the attitude to be conveyed through the imagination.

2. Function of Speech Act

There are three kinds of speech act according to Jaszczolt (2002: 297) ; (1) e*locutionary, the act of speaking (2) illocutionary, the act of declaring a fact (3) perlocutionary, exerting an influence on the hearer.* Locution or locution act is a speech act intended to declare something. Locution is merely a speech act to say something with the word and meaning of the sentence in accordance with the meaning of the word in the dictionary and the meaning of the sentence in accordance with the syntax rules. In the act of the locality, there is no question about intent or speech. Tutorial in the novel as a literary work implicitly has the power of speech or effect in the form of speech or illocution or perlocution act.

Illocution or illocution is the act of doing something. The act of illocution is an act that contains the purpose and function or power of speech. The illustration concept According to Austin is:

Illocutionary acts are acts which are internal to the illocutionary act. In the sense that, if the contextual conditions are appropriate, once the elocutionary act has been performed, so has the illocutionary act. Ex; if I promise to buy you a ring.... by saying this he performed the act of promising.

Elocution is an action that is included in the spoken utterance, under one condition even if the condition is contextually appropriate, then the illusion has been done. According to Nick Riemer (2010: 110) : *"The illocutionary act is the act that the speaker performs in saying something. In many contexts, the utterance of the statement".*

The action of ilokusi by Nick Riemer is an action where a speaker shows an act of gratitude, congratulations, careful sentences, even sarcastic remarks.

Meanwhile, according to Austin in Abdul Chaer, formulated as three actions, namely (1) speech acts of lucotion, (2) speech act of Ilokusi, (3) speech acts of perlucution. The sentence of speech act is a speech act that is usually identified with an explicit performative sentence. The speech of act is a speech act to say something as it is or the act of saying something to declare something. While the speech act of illocution other than stated something. Therefore, this speech act is called the act of doing something.

Meanwhile, according to Cooper the main function of the metaphor is an emotive function that is as a means of representation of emotions, the function

persuasive to influence the other person and cognitive function to pour the mind. Thus, the metaphor is actually more united and interacting in everyday life, not only in language but also in thoughts and deeds. So the use of metaphor is widely found in literary works such as novels, poetry, romance etc., but the metaphor has also integrated into human life and can be found in everyday conversation.

The function of metaphor according to Wahab (1990: 60) is useful for human life, that is (1) as a linguistic form of verbal culture indirectly, (2) can be used in religious life, sacral advice, eg in marriage ceremonies, literary works in poetry, Poetry, (3) as a means to understand the expression of a nation so that there is mutual understanding of the culture of the nation, (4) as a means to understand the behavior of society that can be seen from the expression of the language used, (5) avoid conflict, maintain harmony, Respect for maintaining interaction patterns.

As the world in the word, the language in the novel is an autonomous self-sufficient object. Novels are made with a choice of words and good arrangement, and there is internal coherence. Thus, the prominent language function is expressive, that is, the function to describe the meaning as found in the symbol of the language itself. It is also related to the metaphorical functions in the novel literary, the use of metaphorical phrases in the novel is nothing but the expression of the author expressed in his work. It is also a metaphorical language used in everyday language that consciously or unconsciously embodies the metaphor. This is the metaphor referred to as the language communication of speech act.

IV. CONCLUSION

Based on the results of data analysis, in novel Sepatu Dahlan there is a metaphor based on the continuity of expression consisting of blank symbol 8 (eight) sentence, natural symbol 28 (twenty-eight) sentence, and private symbol 16 (sixteen) sentence, so total for metaphor in This category is 52 (fifty-two).

Sentences that fall into the category based on images/imagery contained consisting of visual imagery 14 (fourteen) sentences, auditive imagery 14 (fourteen) sentences. A citation of 7 (seven) sentences, a gustative image of 2 (two) sentences, an olfactive image of 1 (one) sentence, so the total metaphor of Dahlan's shoe novel by this category is 34 (thirty-four) sentences.

Metaphor by category of terrain ecosystems contained in the novel Shoes Dahlan consisting of being 5 (five) sentences, Cosmos 10 (ten) sentences, energy 12 (twelve) sentences, for the category of substance not found in the novel. Terrestrial 3

(three) sentences, 3 (three) sentences, life 5 (five) sentences, animate 7 (seven) sentences, and human 10 (ten) sentences. The total for this category is 55 (fifty-five) sentences. In determining the meaning of these categories the researcher tends to see the whole sentence metaphorically. These metaphorical forms tend to be used more by authors in the category of meaning creation processes consisting of blank symbols, natural symbols, and private symbols.

The functions of metaphor in novel Sepatu Dahlan include the function of language expression and speech acting communication function which consists of ilokusi and perlocussion.

REFERENCES

Abrams, M.H. (1981). *A Glossary of Literary Terms*. New York: Cornell University.

Aminuddin.(2000). *Pengantar Apresiasi Karya sastra*. Bandung: Sinar Baru.

………….. (2000).*Stilistika; Pengantar Memahami Bahasa dalam Karya Sastra*. Semarang: IKIP Press.

Barry, Peter. (1995). *Beginning Theory: An Introduction to Literary and Cultural Theory*. New York: Manchester University Press.

Brumfit, Christopher, and Carter, Ronald. (1987). *Literature and Language Teaching*. Oxford: Oxford University Press.

Buckledee, Steve. (2002). *Language & Literature in Tertiary Education: the Case for stylistics.* English Teaching Forum Journal.

Carter, Ronald, and McRae, John. (1999). *Language, Literature and the learner.* Longman.

Catherine Brouwer, Elisabeth. (2003) *Imagining Metaphor*. Amsterdam: Academisch Proefschrift.

Cooper, David. (1993). *Knowledge and Language Volume III Metaphor and Knowledge*, Netherlands: Kluwer Academic.

Cruse, Allan. (1962). *Meaning in language; an introduction to semantics and pragmatics*. New York: Oxford University Press.

Djojosuroto, Kinayati. (2005). *Mozaik Sastra Indonesia: Dimensi Sastra dari berbagai Perspektif*. Bandung: Nuansa.

Djojosuroto, Kinayati dan Noldy Pelenkahu (2009). *Teori Apresiasi Pembelajaran Prosa*. Yogyakarta: Pustaka Book Publisher.

Endraswara, Suwardi. (2008). *Metodologi Penelitian Sastra (Epistimologi, Model, Teori, dan Aplikasi*. Yogyakarta: Media Presindo.

Eubanks, Philip. (2011). *Metaphor and Writing Figurative Thought in the Discourse of Written Communication*. New York: Cambridge University Press.

Fauziah, Annisa. (2012). *Metafora dalam Serial Komik "Cerdik"*. Jakarta: Universitas Negeri Jakarta.

Halliday, M.A.K. (2003). *On Language and Linguistics.* New York, London: Continuum.

Hermintoyo, Moh.Muzakka, Nur Fauzan.(2005). *Metafofa dalam Lirik Lagu Indonesia: Suatu Kajian Semiotik-Pragmatik*. Semarang: Universitas diponegoro.

Humairoh, Fitriyah. (2005). *Pemakaian Majas Perbandingan dalam Cerita Komik " dari Presiden- ke Presiden" edisi karut marut Ekonomi Karya Beny Rachmadi*. Jakarta: Universitas Negeri Jakarta.

Jabrohim. (2002). *Metodologi Penelitian Sastra*. Jogjakarta: Hanindita Graha Widya.

Jaszczolt, K.M. (2002). *Semantics and Paragmatics; Meaning in Language and Discourse*. London: Longman.

K. Hiraga, Masako (2005). *Metaphor and Iconicity; A Cognitive Approach to Analysing Teks*. New York: Palgrave Mcmillan.

Keraf, Gorys. (2002). *Diksi dan Gaya Bahasa*. Jakarta: Gramedia.

……………, (2007). *Diksi dan Gaya Bahasa*. Jakarta: Gramedia.

Klarer, Mario. (2004). *An Introduction to Literary Studies Second Edition*. London: Routledge.

Knowles, Muray & Rosamund Moon. (2006). *Introducing Metaphor*. New York: Routledge.

Kovacs, Zoltan. (2010). *Metaphor; A Practical Introduction Second Edition*. New York: Oxford University Press.

Kutha Ratna, Nyoman. (2007). *Teori, Metode, dan Teknik Penelitian Sastra: dari strukturalisme hingga Postrukturalisme, Perspektif Wacana Naratif*. Yogyakarta: Pustaka Pelajar.

Lowery, Denise. (2013). *Helping Metaphor Take Root in the EFL Classroom*. English Teaching Forum.

M. Pateda. (2001). *Semantik Leksikal*. Jakarta: Rineka Cipta.

Minderop, Albertine. (2005). *Metode Karakterisasi Telaah Fiksi*. Jakarta: Yayasan Obor Indonesia.

Moleong, Lexy J. (2006). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.

Nurgiyantoro, Burhan. (2001). *Teori Pengkajian Fiksi.* Yogyakarta: Gajah Mada University Press.

………………., Burhan. (2009). *Teori Pngkajian Fiksi*. Yogyakarta: Gajah Mada University Press.

Nuryadi. (2009). *Penerjemahan Majas Metafora Bahasa Inggris ke Dalam Bahasa Indonesia dalam Novel Princess on the Brink*. Jakarta: Universitas Negeri Jakarta.

Pradotokusumo, Partini Sarjono. (2005). *Pengkajian Sastra*. Jakarta: Gramedia Pustaka Utama.

Rafiek, M. (2010). *Teori Sastra: Kajian Teori dan Praktik*. Bandung: Pt. Refika Aditama.

Riemer, Nick.*(2010). Introducing Semantic*. United Kingdom: Cambridge University Press.

Siswantoro. (2002). *Apresiasi puisi-puisi sastra Inggris*. Surakarta: Muhammadiyah Press.

Stanton, Robert. (2007). *Teori Fiksi*. Yogyakarta: Pustaka Pelajar.

Sugiyono. (2009). *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif*, *dan R & D*. Bandung: Alfabeta.

Umam, Hairul. (2010). *Penerjemahan Metafora Bahasa Inggris ke Dalam Bahasa Indonesia.* Jakarta: Universitas Negeri Jakarta.

Umar Siregar, Bahren. (2004). *Semantik-Pragmatik Metonimi dan Metafora, dalam Jurnal Menabur Benih Menuai Kasih.* Jakarta: Yayasan Obor Indonesia.

Wahab, Abdul. (1990). *Metafora sebagai Alat Pelacak Sistem Ekologi* (Pelba 3). Jakarta: Unika Atmajaya.

Wellek, Rene & Austin Warren. (1995). *Teori Kesusteraan*. Jakarta: Gramedia Pustaka utama.

Widdowson, H.G. (1979). *Stylistics and the Teaching of Literature*. London: Longman.

Yuniseffendri. (2011). *Metafora dalam Pepatah-Petitih Minangkabau*. Jakarta: Universitas Negeri Jakarta.

Yule, George. (1998). *Pragmatics.* Oxford: Oxford University Press.

Word Formation Used In *J+* Newspaper

Cicih Nuraeni
Sekolah Tinggi Ilmu Bahasa Asing Nusa Mandiri
Jl. Ir. H. Juanda No 39, Ciputat, Tangerang
Email: cicih@nusamandiri.ac.id

Abstract — The purpose of this research is to identify how a new word is created from the usage of word formation, to understand the internal structures or forms of the word formation with their new meanings, and also to analyze types of English word formation process are used most often in the J+ Newspaper. The research uses a descriptive qualitative method; the data collection method of the research is through reading the newspaper, library research and internet research. Data analysis is using two approaches of morphological rules which are Morpheme-Based Model and Word-Based Model (theory of Haspelmath and Sims). The result of the study shows that: (1) Word formations used in J+ Newspaper, along with their forms, are 141 addition of affixes or Affixations (61%), 7 sequences of letters or Acronyms (3%), 8 shortening words or Clippings (3%), 71 joining words or Compoundings (30%), and 6 sound representation or Onomatopoeias (3%). (2) The most word formation process, which used in the J+ Newspaper, is Affixation as 141 words (61%) which is a common word formation process in English language. (3) All the derivational word formation are complex word and form a new meaning except clipping, a simple word from a shortening process, which means it still has the same meaning from the root but formed a new word.

Keywords: Word Formation, Affixation, Acronym, Clipping, Compounding.

I. INTRODUCTION

For centuries, language has an important role for human life. By using language, people will be able to express their ideas, emotions, and desires, and it is used as a medium to interact with one to another, to fulfill their daily need. Human have been using the language since they were young in order to interact with their parents, friends, and society. Furthermore, people in the world use one language, which is English, to be used as an international communication tool. English has been the most important language, as used by several mass media of the world; English has been used in order to provide certain information, normally about international issues, cultures, or lifestyles of one country.

In this research, the writer chooses one of Indonesian newspaper as his object study, which is J+ by The Jakarta Post newspaper. Sometimes editor of this newspaper uses a complicated word formation that makes reader hard to understand, for instance, some compounding word, clipping, acronym, and so on. Since these word formations formed a new meaning, and sometimes reduction, the reader will found them as obstacles. The usage of many kinds of word formation in some headlines, articles as well as in advertisements make the writer interested to understand about types of word formation, sometimes called morphological process, and the meaning of each word.

The writer is focusing on 5 types of English word formation (Based on Zapata, 2007) which are Acronym, Affixation, Clipping, Compounding, and Onomatopoeia, including their forms, the kinds of word formation that most often used, and the new meanings which carried by each word used in the J+ newspaper since the data which he found in the newspaper are those 5 types of word formation.

II. RESEARCH METHOD

In this research, the data source is J+ newspaper by The Jakarta Post (Vol. 34. No. 106 - 2016) from page 4 to page 16. The data of this research is word formation process which occurs in the articles and some of them carry a new meaning. This paper uses descriptive qualitative method. The data collecting method of the research is library research and the writer also collects any data that related with the thesis taken from the internet. Last but not least is data analysis technique which the writer use two approaches to morphological rules: Morpheme – Based Model and Word-Based Model. The writer starts by observing through reading the articles, identifying words which contain word formation process, classifying the types of word formation, and identifying the new meaning which the words convey using a dictionary.

The Definition of Morphology

According to Lieber (2009:8), "Morphology is the study of words and word formation." From the statement above, morphology specifies its fields only on the study of words and word formation. It means that in order to understand the process of one word, which in some cases they are combined and mixed to another word; students, especially the writer, need to understand this subject to get the meaning of the word itself from the process in morphology.

Morphological Forms

Some words consist of a single morpheme which is a simple word. For instance, the word *train* cannot be divided into smaller parts (say, *tr* and *ain*) that carry information about its meaning or function. However, many words are said to be complex in that they contain two or more morphemes. For instance, the root word *boy* into complex word *boy-s*, *act* into *act-ive* or *act-iv-ate* and *re-act-iv-ate* (O"Grady and Guzman, 1997:133). Based on the statement above, the writer assumes that there are two forms in morphology which

consist of simple and complex word. A simple word is a word that consists of a single, or one, morpheme and cannot be divided into smaller parts, such as the word *train* cannot be divided into *tr* and *ain.* On the other hand, complex word is a word that consists of two or more morphemes and can be divided into smaller parts, such as *boys* can be divided into *boy* and *–s* which consists of the root word *boy* and a suffix *–s.*

Morpheme

Carstairs and McCharty (2002:16) stated that "…and morphemes can be thought of as the minimal units of morphology". The statement also explained by the writer that in morphology, there are minimal units which known as morpheme which cannot be further divided into smaller meaningful units.

Word Formation

Accordng to Plag (2002:17), "The study of word-formation can thus be defined as the study of the ways in which new complex words are built on the basis of other words or morphemes." From the statement above, word formation is a study of how new complex words are formed from the basis of other words. It means that the new words, which exist from the result of word formation, are formed as a complex word.

Furthermore, word formation can be divided into two categories, they are derivation – the formation of new lexemes – and inflection, the different grammatical word forms that make up lexemes (Lieber, 2009:8), as follows:

1. Inflection

Inflectional word formation is word formation that expresses grammatical distinctions like number (singular vs. plural); tense (present vs. past); person (first, second, or third); and case (subject, object, possessive), among others. It does not result in the creation of new lexemes, but merely changes the grammatical form of lexemes to fit into different grammatical contexts.

2. Derivational

Derivational Lexeme, or word, formation can do one of three things. It can change the part of speech (or category) of a word, such as, 'interpret' into 'interpretation' which is a transformation from verb into noun. Nevertheless, some rules of lexeme formation do not change category, but they do add substantial new meaning, such as, 'happy' to 'unhappy' which means that their category is still adjective - not changing, but the meaning is transformed from 'happy' into 'not happy'. In addition some rules of lexeme formation both change category and add substantial new meaning, such as, 'wash' into 'washable' which means that both the category and the meaning are changing from verb into adjective and change the meaning from 'wash' into 'able to be washed'.

According to Zapata (2007:4-10), there are a set of morphological processes, or also known as word formation, as listed below:

1. Affixation

Affixation consists in adding derivational affixes (i.e., prefixes, infixes and suffixes) to roots and stems to form new words. For example, if the suffix **-able** is added to the word *pass,* the word *passable* is created. Likewise, if to the word *passable* the prefix **in**- (or rather its allomorph **im**-) is attached, another word is formed, namely *impassable.* Affixation is a very common and productive morphological process in synthetic languages. In English, **derivation** is the form of affixation that yields new words usually by either changing the meaning and/or the part of speech (i.e., the syntactic category), or both, of the words they are attached to. In English, derivational morphemes can be either prefixes or suffixes. For example, *un-+ happy* (adj.) = *unhappy* (adj.); *re-+ classify* (v.) = *reclassify* (v.); *by-+ product* (n.) = *by-product.*

2. Compounding

Compounding consists in the combination of two or more (usually free) roots to form a new word. For example, the word *blackboard*, *heartfelt*, *brother-in-law* are compound words; they are made up of the roots (at the same time words themselves) *black* and *board*, *heart* and *felt*, *brother*, *in* and *law*, respectively. Compound words can be written in three different ways, as follows:

a) Open: With a space between the parts of the compound; for instance, *toy store, diving board, flower pot.*

b) Hyphenated: With a hyphen (-) separating the elements of the compound; for instance, *flower-pot*, *air-brake*, *she-pony.*

c) Solid: Without a space or hyphen between the component elements of the compound; for instance, *flowerpot*, *washrooms*, *pickpocket.*

Furthermore, hyphenation (separating the elements of a compound with a hyphen) is more common in British English than in American English. In American English, the tendency is to write the compounds open or solid. However, hyphenation is quite common practice in both varieties of the language when *ad hoc premodifying compounds* (defined as groups of words that do not occur as established compounds in the language but as a group of words that as a whole modifies another word) are used; for instance, a much-needed rest; a state-of-the-art report. In addition, compounds words behave grammatically and semantically as single words. Since compound words behave as units, between their component elements no affixes (whether inflections or derivations) can usually occur; inflectional suffixes can appear only after compound words. For example, *bathrooms*, *school buses*, *water resistant*. Exceptions: *passersby*, *brothers-in-law*, *courts-martial*. Compound words usually have the primary stress on the first element of the compound; such as, ˈair-ˌcrafts, ˈchewing-ˌgum. This fact differentiates compounds from phrases that have the same elements and order as compounds; phrases usually have their primary accent on the second (or nominal) element.

Furthermore, there are a few compounds which have their primary stress on the second element as phrases; such as, ˌworking ˈman, ˌflying ˈsaucer, ˌwoman ˈwriter, ˌfancy ˈdress. The possible combinations in English compound are:

a) Compounds of two nouns (N): N + N = N
    Sunrise, dancing girl, hand-shake, air-conditioning, cigar smoker, windmill.
b) Compounds of two adjectives (Adj.): Adj. + Adj. = Adj.
    Gray-green, Swedish-American.
c) Compounds of an adjective (Adj.) and a noun (N): Adj. + N = N
    Darkroom, highbrow.
d) Compounds of a noun (N) and an adjective (Adj.): N + Adj. = Adj.
    Airsick, bottle-green.
e) Compounds of a pronoun (Pron.) and a noun (N): Pron. + N= N
    She-pony, he-goat.
f) Compounds of a preposition (Prep.) and a verb (V): Prep. + V = V
    Overtake, undergo
g) Compounds of a preposition (Prep.) and a noun (N): Prep. + N = N
    Onlooker, off-day.
h) Compounds of a noun (N) + and a verb (V) = Adj.
    Man-eating, ocean-going, heartfelt.
i) Compounds of an adjective/adverb (Adj./Adv.) + and a verb (V) = Adj.
    Hard-working, good-looking, dry-cleaned.
j) Compounds of a noun (N) + and a Preposition (Prep.) = N
    Passer-by, hanger-on.
k) Compounds of verb (V) + and an adverb (Adv.) or prepositional (Prep.) = N
    Show-off, holdup.
l) Compounds of a verb (V) + and an adverb (Adv.) = N
    have-not, get-together.

3. Symbolism

Symbolism (or morpheme internal change) consists in altering the internal phonemic structure of a morpheme to indicate grammatical functions. For example, in order to form the plurals of *goose* \gu:s\ and *tooth* \tu:Ө\ in English, the phoneme \u:\ is replaced by the phoneme\i:\, thus yielding the plural forms *geese* \gi:s\ and *teeth* \ti:Ө\, respectively. Similarly, a few verbs indicate their past tense and past participle forms just by undergoing internal changes, as in the following cases:

sing \sɪŋ\ sang \sæŋ\ sung \sʌŋ\

swim \swɪm\ swam \swæm\ swum \swʌm\

4. Reduplication

Reduplication consists in the repetition of all or of part of a root or stem to form new words. If the entire root or stem is repeated, the process is called complete (or total) reduplication, and the new word is considered as a repetitive compound. Total reduplication is fairly frequent in Indonesian, for instance, in Indonesian, total reduplication is used to form the plural of nouns, as in [rumah] 'house', [rumahrumah] 'houses'; [ibu] 'mother' [ibuibu] 'mothers'; [lalat] 'fly', [lalatlalat] 'flies'.

5. Suppletion

Suppletion consists in a complete change in the form of a root (i.e., a word) or in the replacement of root by another morphologically unrelated root with the same component of meaning in different grammatical contents, for instance, *good* and *well* change to *better* and *best* in the comparative and superlative. Similarly, *bad* and *badly* change to *worse* and *worst*. Likewise, a '*be*' change to *am*, *are*, and *is* in the present; *am/is* change to *was* and *are* to *were* in the past.

6. Acronym

Acronym is the process whereby a new word is formed from the initial letters of the constituent words of a phrase or sentence. Furthermore, there are two main types of acronyms, namely:

a. Acronyms which are pronounced as a word; for instance *NASA* / ˈnæsə/ (= National Aeronautics and Space Administration), *radar* / ˈreɪˌdɑːr/ radar (radio detecting and ranging), *UNESCO* / juːˈneskəʊ/ (= United Nations Educational, Scientific and Cultural Organization), *BASIC* / ˈbeɪsɪk/ (= Beginners' All-purpose Symbolic Instruction Code), *COBOL* / ˈkəʊbɒl/ (= Common Business Oriented Language), and so on.

As can be seen, acronyms of this type often derive from phrasal names. Many of them belong to the jargon (specialized language) of particular occupations, organizations or fields of study (especially scientific, administrative, and political) and might be completely meaningless to the persons who are not familiarized with them. Notice also that some of these acronyms are of so frequent an occurrence that people often use them without the slightest idea of what the words stand for; for instance, laser, radar.

b. Acronyms which are pronounced as sequences of letters (also called 'alphabetisms'); for instance, *C.O.D.* / ˌsiːəʊˈdiː/ (= cash on delivery), *MIT* / ˌemaɪˈtiː/ (= Massachusetts Institute of Technology), *VIP* / ˌviːaɪˈpiː/ (= very important person). In writing, the more institutionalized formations have no periods between their component letters. This tendency is especially more common in British English than in American English; e.g., *DIY* / ˌdiːaɪˈwaɪ/ (= do-it-yourself), *FBI* / ˌefbiːˈaɪ/ (= Federal Bureau of Investigations).

Furthermore, each constituent letter of these acronyms usually represents a full word or constituent in the compound, or just a part of a word, as in the following examples: *TB* / ˌtiːˈbiː/ (= tuberculosis), *TV* / ˌtiːˈviː/ (= television). Likewise, notice that some of these

acronyms are given a quasi-phonetic written form; for instance *Emcee* for M.C. (= Master of Ceremonies), *Deejay* for DJ (= disc jockey), and so on.

7. Clipping

Clipping is the processes whereby new words are formed by shortening other words; by eliminating the initial part, the last part, or both parts, of those words. For instance, phone from (tele)*phone*, plane from (air)*plane*, ad from *ad*(vertisement), exam from *exam*(ination), flu from (in)*flu*(enza), fridge from refrigerator, another examples are:

> Ron (←Aaron) condo (←condominium)
>
> Liz (←Elizabeth) demo (←demonstration)
>
> Mike (←Michael) disco (←discotheque)
>
> Trish (←Patricia) lab (←laboratory)

8. Blending

Blending is the process whereby new words are formed by combining parts of two words, usually the beginning of one word and the end of another, for example, smog (smoke + fog), brunch (breakfast + lunch), heliport (helicopter + airport), motel (motor + hotel), FORTRAN (formula translation), and so on. Following is a partial list of other common blends: breathalyzer (breath + analyzer), electrocute (electro + execute), Eurovision (European + television), multiversity (multiple + university), newscast (news + broadcast), paratroops (parachute + troops), telecast (television + broadcast), travelogue (travel + catalogue), telex (teleprinter + exchange).

9. Borrowing

Borrowing is the process whereby new words are formed by adopting words from other languages together with the concepts or ideas they stand for. For instance, tango, mango, taco, and burrito that borrowed from Spanish; fiancé, very (adapted from Old French verai), garage from French; pizza, mafia from Italian; and so on.

10. Back-formation

Back-formation is the process by which new words are formed by the deletion of a supposed affix from an already existing word. For example, the verbs *peddle*, *edit*, *hawk*, *enthuse*, *stoke*, *swindle*, *televise*, *donate*, *sculpt*, *buttle* have been created form the pre-existing nouns *peddler*, *editor*, *hawker*, *enthusiasm*, *stoker*, *swindler*, *television*, *donation*, *sculptor* and *butler*, respectively.

11. Word Coinage

Word coinage (or invention) is the process whereby new words are created outright, either deliberately or accidentally, to fit some purpose. Usually, words are coined to express new ideas, processes, products, etc. in the language, for instance, brand names such as *Xerox*, *Kodak*, *Exxon*, and *Kleenex*. These products, which once a new product, come to be used as common nouns.

12. Functional Shift

Functional shift (conversion or zero derivation) is the process by which new words are created by using a word in new functions (by shifting, changing or converting its original grammatical class to another class), without any change in its form. For example, when the word water is used in the following sentence *Give me some water, pleas*e it is used as a noun, which is probably its original (and more common) use. But when water is used in the sentence, *The children water the plants every morning*, it is used in a new syntactic function, namely, as a verb, and no change in spelling or pronunciation has been made. In other words, the grammatical category of the word *water* has shifted from noun to verb.

Morphological Analysis

Haspelmath and Sims (2010:3) stated "It is often suggested that morphological analysis primarily consists in breaking up words into their parts and establishing the rules that govern the co-occurrence of these parts." From the statement, a morphological analysis must have some criterion such as a complex word to be observed, a process of breaking up words into smaller parts, and also analysing some rules which could explain the phenomenon of morphemes.

Morphological analysis typically consists of the identification of parts of words, or, more technically, **constituents** of words. We can say that the word *nuts* consists of two constituents: the element *nut* and the element *s*. In accordance with a widespread typographical convention, we will often separate word constituents by a hyphen: *nut-s*. It is often suggested that morphological analysis primarily consists in breaking up words into their parts and establishing the rules that govern the co-occurrence of these parts. The smallest meaningful constituents of words that can be identified are called **morphemes**. In *nut-s*, both *-s* and *nut* are morphemes. Other examples of words consisting of two morphemes would be *break-ing, hope-less, re-write, cheese-board*; words consisting of three morphemes are *re-writ-ing, hope-less-ness, ear-plug-s*; and so on. It would make morphology quite similar to syntax, which is usually defined as 'the study of the combination of words to yield sentences'.

Two Approaches to Morphological Rules

There are two approaches in order to deal with the phenomenon which happens in Morphology which stated by Haspelmath and Sims (2010:41):

1. Morpheme-Based Model

The morpheme-based model is associated with the morpheme-combination approach to morphology: 'Morphology is the study of the combination of morphemes to yield words'. In this approach method, it is emphasizes on the connection within the combination of morpheme which means a word must be analyzed by breaking it into its smaller units in order to find out the process within the word. We can use these word-structure rules to create complex

words. In the following, we see the individual steps by which the words *bags*, *unhappier* and *cheeseboard* can be created using the rules:

- Word-form ➝ Derivational Prefix + stem + inflectional suffix

    Derivational ➝ Prefix *un-*

    Stem root ➝ *happy*

    Inflectional suffix ➝ *-er*

    Word-form: *un-happi-er*

- Word-form ➝ Stem

    Stem ➝ Stem + stem

    Stem ➝ Root

    Root ➝ *Cheese*

    Root ➝ *Board*

    Stem: *cheese-board*

    Word-form: *cheese-board*

2. Word-Based Model

In the word-based model, the fundamental significance of the word is emphasized and the relationship between complex words is captured not by splitting them up into parts and positing a rule of concatenation, but by formulating word-schemas (contains information on pronunciation, syntactic properties and meaning.) that represent the features common to morphologically related words.

For instance, the similarities among the English words *bags, keys, gods, ribs, bones, gems* (and of course many others) can be expressed in the word schema:

a. Words: *bags, keys, gods, ribs, bones, gems, …*

b. Lexical entries for words

[/bægz/ N] [/kŧiijz/ N] [/gɑdz/ N] [/rɪbz/ N]

[„bags‟] [„keys‟] [„gods‟] [„ribs‟]

c. Word-schema

[/Xz/ N]

[„plurality of xs‟]

From the statement above from Haspelmath and Sims, the writer concludes that the morphological analysis is similar to syntax which consists in breaking up words into their parts and establishing the rules that govern the co-occurrence of these parts. Furthermore, the writer uses the Morpheme-Based Model Approaches which emphasizes on the connection within the combination of morpheme which means a word must be analysed by breaking it into its smaller units in order to find out the process within the word.

Meaning

According to Lamb in Hill (1969:45): The area of linguistic structure which is studied under the headings of lexicology and semantics, if I describe it very simply, is concerned with words and their meanings. Some of the phenomena, which must be accounted for in this area, are these: (1) A word can have more than one meaning. An example is the English word *table*, which can designate either a piece of furniture or a type of display of information on the page of a book. (2) Different words can have the same meaning or example *big* and *large.* (3) The meanings of some words can be analysed into components. For example, the English word *mare*, can be analysed into the components *female* and *horse;* similarly, *doe* has the components *female* and *deer,* and *hen* has the components *female* and *chicken.* (4) Certain combinations of words have meanings which are different from the combinations of their separate meanings. An example is *blow up,* meaning "destroy by explosion", as in *the bomb blew up the building.* (5) Some pairs of words have opposite meanings. An example is the pair *big* and *little.* (6) The meanings of some words are included in the meanings of others. Or example, the meaning of *plant* is included in that of *tree,* and the meaning of *tree* is included in that of *oak.*

While the morphology concerned with the structure of words including its shape or formation, semantic focuses its study on words and their meaning. This study of words and meaning is related to each other; since in order to understand and to use the words properly, people need not only to understand how the words are formed but also the meaning that attached with them. The importance of meaning is stated by Lamb on point 1 which explained that a word in English can have more than one meaning. Furthermore, as point number 4 shows that certain combinations of words have a different meaning from their separate meanings. For instance, the word *blow up,* which has meaning as "destroy by explosion", has a different meaning from their separate form *blow* and *up.*

III. RESULT AND DISCUSSION

The writer found and analyzed 5 (five) types of word formation used in J+ Newspaper to help in identifying how a new word is created, to understand the internal structure of the word formation, and also to acknowledge a new meaning which carried by a word formation. The 5 types consists of Acronym, Affixation, Clipping, Compounding, and Onomatopoeia, including their forms, the kinds of word formation that most often used, and the new meanings which carried by each word.

Data Presentation and Analysis of Word Formation

In this part the writer presented the data and analyzes the word formation in J+ newspaper using the two approaches to morphological rules: Morpheme – Based Model and Word-Based Model. The writer start from collecting the data, then formulating word-schemas (contains information on pronunciation, syntactic properties and meaning) which represent the features common to morphologically related words, breaking them into their smaller units in order to find

out the process within the word, and also double check the new meaning using dictionary.
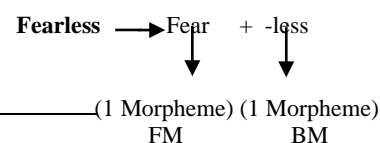
Affixation

In this part the writer presented the data that have been analyzed which is the word formation in J+ newspaper by The Jakarta Post newspaper (VOL 34. NO. 106 - 2016).

Table 1. Affixation

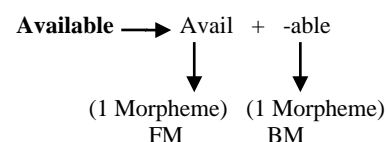| No.	Words	Explanation
1.	Culture	The word 'Cultural' is a part of affixation because it can be divided into its smaller forms. The word 'Cultural' has 2 morphemes which are Culture (N) + -al (Suffix) = Cultural (Adj.). It consists of 1 free morpheme and 1 bound morpheme, which are: **Cultural:** Culture + -al (1 Morpheme) (1 Morpheme) FM BM The word 'Culture' is free morpheme because it can stand alone as a word, which has meaning as *all the knowledge and values shared by a society.* In contrast, '-al' is bound morpheme since it cannot stand alone as a word and it is called suffixation as a process of affixation which placed in the end of word. Furthermore, when combined together, 'Cultural' forms a new grammatical category as an *Adjective*, and has a new meaning as '*of or relating to the arts and manners that a group favours.*'
2.	Festival	The word 'Festival' is a part of affixation because it can be divided into its smaller forms. The word 'Festival' has 2 morphemes which are Festive (Adj.) + -al (Suffix) = Festival (N). It consists of 1 free morpheme and 1 bound morpheme, which are: **Festival:** Festive + -al (1 Morpheme) (1 Morpheme) FM BM 'Festive' is free morpheme because it can stand alone as a word, which has meaning as *offering fun and gaiety.* In contrast, '-al' is bound morpheme since it cannot stand alone as a word and it is called suffixation as a process of affixation which placed in the end of word. Furthermore, when combined together, 'Festival' forms a new grammatical category as a *Noun*, and has a new meaning as '*an organized series of acts and performances (usually in one place).*'
3.	Fearless	The word 'Fearless' is a part of affixation because it can be divided into its smaller forms. The word 'Fearless' has 2 morphemes which are Fear (N) + -less (Suffix) = Fearless (Adj.). It consists of 1 free morpheme and 1 bound morpheme, which are: **Fearless** → Fear + -less (1 Morpheme) (1 Morpheme) FM BM The word 'Fear' is free morpheme because it can stand alone as a word, which has meaning as *an emotion experienced in anticipation of specific pain or danger.* In contrast, '-less' is bound morpheme since it cannot stand alone as a word and it is called suffixation as a process of affixation which placed in the end of word. Furthermore, when combined together, 'Fearless' forms a new grammatical category as an *Adjective*, and has a new meaning as '*invulnerable to fear or intimidation.*'
4.	Available	The word 'Available' is a part of affixation because it can be divided into its smaller forms. The word 'Available' has 2 morphemes which are Avail (N) + -able (Suffix) = Available (Adj.). It consists of 1 free morpheme and 1 bound morpheme, which are: **Available** → Avail + -able (1 Morpheme) (1 Morpheme) FM BM The word 'Avail' is free morpheme because it can stand alone as a word, which has meaning as *use to one's advantage; be useful to.* In contrast, '-able' is bound morpheme since it cannot stand alone as a word and it is called suffixation as a process of affixation which placed in the end of word. Furthermore, when combined together, 'Available' forms a new grammatical category as an *Adjective*, and has a new meaning as '*obtainable or accessible and ready to use or service.*'

Acronym

Table 2. Acronym

No.	Words	Explanation

1.	UNICEF	UNICEF is called acronym because it is formed by making initial letter of the words and are pronounced it as a word. The word 'UNICEF' is an acronym of 'United Nations International Children's Emergency Fund' The word 'United' has a meaning *become one*, meanwhile, the word 'Nations' carries a meaning of *a federation of tribes*, the word 'International' has a meaning of *concerning to all or at least two or more nations*, the word 'Children' has a meaning of *a young person,* 'Emergency' has a meaning of *a sudden unforeseen crisis,* and 'Fund' means *a reserve of money set aside for some purpose.* Furthermore, when combined together the word 'UNICEF' carries a new meaning of *an agency of the United Nations responsible for programs to aid education and the health of children and mothers in developing countries.*
2.	a.m.	The word 'am' or 'a.m.', refers to time not a 'to be', is an acronym of 'Ante Meridiem'. It is called as acronym because it is formed by taking the initial letters of the words and pronouncing them as sequences of letters. The word 'Ante' is a prefix which has a meaning of *behind, before*. 'Meridiem' has a meaning of *noon*; when combined together, the word 'a.m.' carries a meaning of *before noon.*
3.	DJ	The word DJ is an acronym of 'Disc Jockey'. It is called as acronym because it is formed by taking the initial letters of the words and pronounced as sequences of letters. Furthermore, the word 'Disc' has a meaning *something with a round shape resembling a flat circular plate*, meanwhile, the word 'Jockey' carries a meaning of *an operator of some vehicle, machine or apparatus*; and when combined together the word 'DJ' carries a new meaning of *a person who announces and plays popular recorded music.*

4.	VIP	The word VIP is an acronym of 'Very Important Person'. It is called as acronym because it is formed by taking the initial letters of the words and pronounced as sequences of letters. Furthermore, the word 'Very' has a meaning *used as an intensifier*, meanwhile, the word 'Important' carries a meaning of *great significance or value,* and 'Person' has a meaning of *a human being*. When combined together the word 'VIP' carries a new meaning of *an important or influential person.*
5.	UNESCO	UNESCO is called acronym because it is formed by making initial letter of the words and are pronounced it as a word. The word 'UNESCO' is an acronym of 'United Nations Educational Scientific and Cultural Organization' The word 'United' has a meaning *become one*, meanwhile, the word 'Nations' carries a meaning of *a federation of tribes*, the word 'Educational' has a meaning of *relating to the process of education*, 'Scientific' has a meaning of *relating to the practice of science,* the word 'Cultural' has a meaning of *relating to the shared knowledge and values of a society,* and 'Organization' means *a group of people who work together for an explicit purpose.* Furthermore, when combined together the word 'UNICEF' carries a new meaning of *an agency of the United Nations that promotes education and communication and the arts.*
6.	GPS	The word GPS is an acronym of 'Global Positioning System'. It is called as acronym because it is formed by taking the initial letters of the words and pronounced as sequences of letters. Furthermore, the word 'Global' has a meaning *not limited or provincial in scope*, meanwhile, the word 'Positioning' carries a meaning of *the act of putting something in a certain place,* and

		'System' has a meaning of *a group of independent but interrelated elements comprising a unified whole*. When combined together the word 'VIP' carries a new meaning of *a navigational system involving satellites and computers that can determine the latitude and longitude of a receiver on Earth*.
7.	US	The word US is an acronym of 'United States'. It is called as acronym because it is formed by taking the initial letters of the words and pronounced as sequences of letters. Furthermore, the word 'United' has a meaning *become one*, meanwhile, the word *State* carries a meaning of *the territory occupied by one of the constituent administrative districts*; and when combined together the word 'US' carries a new meaning of *North American republic containing 50 states; America*.

Clipping

Table 3. Clipping

No.	Words	Explanation
1.	Aug	The word 'Aug' is called clipping since it is the processes whereby new words are formed by shortening other words; by eliminating the last part of the word '**Aug**(ust)' which means *the month following July and preceding September*. It consist only 1 morpheme.
2.	Oct	The word 'Oct' is called clipping since it is the processes whereby new words are formed by shortening other words; by eliminating the last part of the word '**Oct**(ober)' which means *the month following September and preceding November*. It consist only 1 morpheme.
3.	Photo	The word 'Photo' is called clipping since it is the processes whereby new words are formed by shortening other words; by eliminating the last part of the word '**Photo**(graph)' which means *a static picture taken by camera, recorded by focusing light onto a light-sensitive surface*. It consist only 1 morpheme.
4.	Com (.com)	The word '.com', which is a jargon word - specialized language of particular occupations, in this case is a computer jargon which means *top level domain for commerce*, is a clipped word since the process of shortening occurs and shortens 3 syllables of word '**Com**(mercial)' into 1 syllable 'Com'. It consist only 1 morpheme.
5.	Ad	The word 'Ad', which means *a public promotion of some product or service*, is a clipped word since the process of shortening occurs and shortens 4 syllables of word '**Ad**(vertisement)' into 1 syllable 'Ad'. It consist only 1 morpheme.
6.	Ammo	The word 'Ammo' is also a clipping word since it is derived from the word '**Amm**(uniti)**o**(n)' which means it shortens the polysyllabic word that originally has 4 syllables into just 2 syllables. In order words, by deleting 2 syllables the word 'Ammo' is appeared and has a meaning as *projectiles to be fired from a gun*. It consist only 1 morpheme.
7.	Sep	The word 'Sep', which means *the month following August and preceding October*, is a clipped word since the process of shortening occurs and shortens 3 syllables of word '**Sep**(tember)' into 1 syllable 'Sep'. It consist only 1 morpheme.
8.	App	The word 'App' from the word '**App**(lication)', which means *a program that provide the user with tools to accomplish a task*, is a clipped word since there is a shortening process by deleting 3 syllables into only 1 syllable. It consist only 1 morpheme.

Compounding

Table 3. Compounding

No.	Words	Explanation
1.	Moonlight	The word 'Moonlight' is compounding because it is a joining of two separated words to produce a single word. Furthermore it is a compounding since the words are joined together in solid form of compounding, and it carries a new meaning as '*the light of the moon*'; when joined together as a compound, it comes up as a **Noun (Compound Noun)**. There are two words in the same grammatical category 'Moon' (N) + 'Light' (N). This word has 2 morphemes which all of them are free morphemes. As shown below: Moon + Light (1 Morpheme) (1 Morpheme)

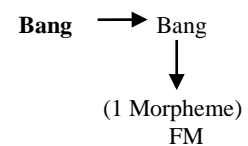| No.	Words	Explanation
		FM FM
2.	Getaway	The word 'Getaway' is compounding because it is a joining of two separated words to produce a single word. Furthermore it is a compounding since the words are joined together in solid form of compounding, and it carries a new meaning as '*a rapid escape*'; when joined together as a compound, it comes up as a **Noun (Compound Noun)**. There are two words in the different grammatical category 'Get' (V) + 'Away' (Adv.). This word has 2 morphemes which all of them are free morphemes. As shown below: Get + Away (1 Morpheme) (1 Morpheme) FM FM

Onomatopoeia

Table 4. Onomatopoeia

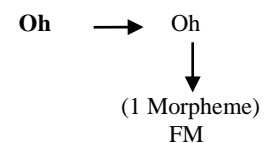| No.	Words	Explanation
1.	Wowed	The word 'Wowed' is called onomatopoeia because it is a word whose sound represents an aspect of the thing that they name, in this case represents a sound of impression. The word 'Wowed' has 2 morphemes, 1 free morpheme and 1 bound morpheme, which are: **Wowed** Wow + (-ed) (1Morpheme) (1 Morpheme) FM BM The word 'Wowed' has a grammatically function as a V (V) and has a meaning as *impress greatly.*
2.	Hey!	The word 'Hey!' is called onomatopoeia because it is a word whose sound represents an aspect of the thing that they name, in this case represents a sound of greeting. The word 'Hey' has only 1 free morpheme: **Hey** Hey (1 Morpheme) FM The word 'Hey!' has a grammatically function as a Interjection and has a meaning as *used as a greeting; used to get someone's attention.*
3.	Whoa	The word 'Whoa' is called onomatopoeia because it is a word whose sound represents an aspect of the thing that they name, in this case represents a sound of instruction. The word 'Whoa' has only 1 free morpheme: **Whoa** Whoa (1 Morpheme) FM The word 'Whoa' has a grammatically function as an Interjection and has a meaning as *instruction to stop.*
4.	Bang	The word 'Bang' is called onomatopoeia because it is a word whose sound represents an aspect of the thing that they name, in this case represents a sound of gun shooting. The word 'Bang' has only 1 free morpheme: **Bang** Bang (1 Morpheme) FM The word 'Bang' has a grammatically function as a Noun (N) and has a meaning as *A sudden very loud noise.*
5.	Oh	The word 'Oh' is called onomatopoeia because it is a word whose sound represents an aspect of the thing that they name, in this case represents a sound of amazement. The word 'Ooh' has only 1 free morpheme: **Oh** Oh (1 Morpheme) FM The word 'Oh' has a grammatically function as a Interjection and has a meaning as *expresses appreciation, amazement, surprise and other emotions.*
6.	Buzz	The word 'Buzz' is called onomatopoeia because it is a word whose sound represents an aspect of the thing that they name, in this case represents a sound of bees. The word 'Buzz' has only 1 free morpheme: **Buzz** Buzz
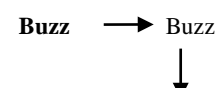
(1 Morpheme) FM
The word 'Buzz' has a grammatically function as a Verb (V) and has a meaning as *make a buzzing sound.*

From the data above, the writer may give a conclusion that *Derivational Affixation* is the addition of derivational affixes to roots and stems to form new words, such as *Culture (N) + -al (Suffix) = Cultural (Adj.)*. This process produces new meaning since the addition of suffix helps to form a new word, and sometimes a new grammatical category, which its meaning may totally different from the meaning that its root carry. For example, the root '*Culture*' has a meaning of '*all the knowledge and values shared by a society*'. In contrast, when there is a suffix '-al' attached to the root, it becomes '*Cultural*' which has a new meaning as '*of or relating to the arts and manners that a group favours.*'

Furthermore, *Acronym* is formed from taking the initial letter of some or all of the words in a phrase or sentence and can be pronounced as a word or might be pronounced as sequences of letters, for example, *US* is an acronym of '*United States.*' This process produces new meaning since the meaning of the phrase which is in the acronym words will be differed from the meaning of its root words when they are divided. For example, the words '*United*' and '*States*' have meaning as *become one* and the other means *the territory occupied by one of the constituent administrative districts*. Furthermore, when 'United' and 'States' are combined into *US*, it has a new meaning as *North American republic containing 50 states; America*. Whereas, *clipping* is formed from a shortening process, in which 1 or more syllables are deleted, such as the word Ad from the word **Ad**(*vertisement*). This process does not produce new meaning since the clipped words occurred from the process of shortening an existing word which means that the meaning remains the same; even though the clipped words create a new form (word). Both '*Ad*' and '*Advertisement*' have a meaning of '*a public promotion of some product or service.*'

Meanwhile, *compounding* is formed from the combination process of two or more words to form a new word with a new meaning from their separated form, such as *Upload*, in this case has a meaning of '*transfer a file or program to a central computer from a smaller computer*'. The meaning of compound word is different from the meaning of their separated meaning which the word '*Up*' has a meaning of to a '*higher intensity*' and '*Load*' has a meaning of '*fill or place a load on*'.

And the last is *onomatopoeia* which is formed from a word whose represents an aspect of the thing that they name, such as wowed which represents a sound of impression. This process produces new meaning since the meaning of the word comes from the adaptation of the sound aspect of one thing; the words imitate the sound they denote. For example, *Wowed* which represents a sound of impression is produced by the imitation of the sound that the word denote, therefore a new meaning of '*impress greatly*' appeared.

Data Analysis of Word Formation Usage

From the data, the writer found that there are 233 derivational word formations in J+ newspaper by The Jakarta Post (VOL 34. NO. 106 - 2016) from page 4 until 16, which some of them are complex words except clipping which is simple word. The 233 word formations that found consist of 141 Affixations, 7 Acronyms, 8 Clippings, 71 Compounds, and 6 Onomatopoeia words.
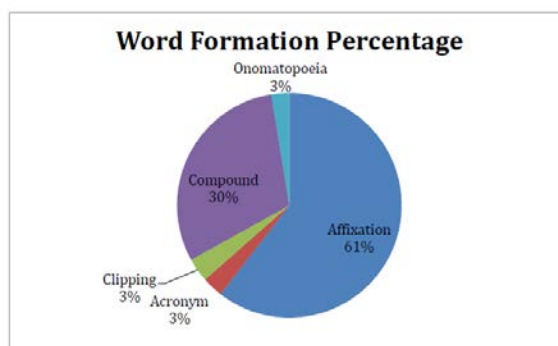

Figure 1. Word Formation Percentage

The percentages show that the most word formation process, which used in the J+ Newspaper, is Affixation word (61%). Furthermore the writer also found out that *affixation* is the most common word formation process, based on findings both from newspaper and also dictionaries, since this process is the most common and productive morphological process; It is also the easiest way to form a new word with a new meaning.

IV. CONCLUSION

Based on the analysis of data, the writer can make conclusion as follows: firstly, there are 233 word formations which consists of 5 types of English word formations process used in J+ newspaper by The Jakarta Post (VOL 34. NO. 106 - 2016) page 4 until 16. The 5 types of English word formations are 141 Affixation (61%), 7 Acronym (3%), 8 Clipping (3%), 71 Compound (30%), and 6 Onomatopoeia (3%) words. As a result, the word formation process that is used in J+ newspaper by The Jakarta Post mostly *Affixation,* with its form as addition of derivational affixes to roots and stems to form new words, for about 61% or 141 affixations.

Furthermore, all the derivational word formation are complex word and form a new meaning except clipping which is simple word and just a shortening process which means it still has the same meaning

from the root but formed a new word. *Derivational Affixation* produces new meaning since the addition of *suffix, prefix, or circumfix* helps to form a new word, and sometimes a new grammatical category, which its meaning is may totally different with the meaning that its root carry. *Acronym* produces new meaning since the meaning of the phrase which is in the acronym words will be differed from the meaning of its root words when they are divided. Meanwhile, *Clipping* does not produce new meaning since the clipped words occurred from the process of shortening an existing word which means that the meaning remains the same; even though the clipped words create a new form (word). *Compounding*, in contrast, produces a new meaning from the combination of two or more words which will be different from their separated forms or roots. Lastly, *onomatopoeia* produces new meaning since the meaning of the word comes from the adaptation of the sound aspect of one thing; the words imitate the sound they denote.

REFERENCES

Aronoff, Mark, and Kirsten Fudeman. (2011). Fundamental of Linguistics: What Is Morphology?. 2nd ed. United Kingdom: Willey-Blackwell.

Carstairs, Andrew and McCarthy. (2002). An Introduction To English Morphology: Words And Their Structure. United Kingdom: Edinburgh University Press, Ltd.

Haspelmath, Martin and Sims. (2010). Understanding Language Series: Understanding Morphology. 2nd ed. United Kingdom: Hodder Education.

Hill, Archibald. A. (1969). Voice Of America Forum Series: Linguistics. Washington, D.C.: Voice Of America.

J+ Newspaper. (2016). Your Weekly Lifestyle Supplement. Jakarta: J+ by The Jakarta Post, VOL 34. NO. 106 – 2016. (September 3, 2016)

Lieber, Rochelle. (2009). Introducing Morphology. New York: Cambridge University Press.

Meyer, Charles. F. (2009). Introducing English Linguistics. New York: Cambridge University Press.

O'Grady, William, Michael Dobrovolsky and Francis Katamba. (1997). Contemporary Linguistics: An Introduction. Adapted Version. Adisson Wesley Longman, Ltd.

Oxford Advanced Learner's Dictionary. 7th ed. Oxford University Press

Plag, Ingo. (2002). Word-Formation In English. Draft Version. Cambridge University Press. Available from http://www2.uni-siegen.de/~engspra/plag-in-press.pdf (May 8, 2015)

Yule, George. (2010). The Study of Language. 4th Ed. New York: Cambridge University Press.

Zapata, Argenis. A. (2007). Unit 1: Types Of Words And Word-Formation Processes In English. Universidad de Los Andes. Available from http://webdelprofesor.ula.ve/humanidades/azapata/materias/english_4/unit_1_types_of_words_and_word_formation_processes.pdf (May 8, 2015)

.

English Expressions and Terminologies Used for Reservation In PT. Raja Kamar Indonesia Jakarta

Sayyid Khairunas[1] Fuji Versia[2]
[1,2]Sekolah Tinggi Ilmu Bahasa Asing Nusa Mandiri
Jl. Ir. Juanda No. 39 Ciputat, Tangerang
Email: [1]sayyid.skh@bsi.ac.id, [2]versiafuji@gmail.com

Abstract - *The aim of this final paper is to describe the use of English expression and terms used in hotel room reservation activities. As for the background of writing this paper is related to the importance of the use of English expression properly in accordance with standard operating procedure in a company oriented to the theory from experts. The writer uses a description method that begins with research in PT. Raja Kamar Indonesia. From the analysis of the data from this study contains of conversation and descriptions of terminologies in travel agent. The conclusion of this paper is that readers can understand the work activities of a telephone operator in the hotel reservation division. The activity of expression in English that is used is asking inquiry, reservation, amendment, cancellation and refund. In addition, knowledge of the terms in the reservation becomes inseparable from the activity of reservation work. The author hopes this paper can help readers to know more deeply related to science in the field of reservation.*

Key Words: English Expressions, Terminologies, Reservation

I. INTRODUCTION

English as foreign language in Indonesia is important as second language we need to understand. To speak English proficiency is lacking so many current course or a university place or academy that provides English majors to prepare the younger generation who are proficient in English. Not only learn in formal education, students may learn English in English Course or more practice with digital learning by using the internet.

English is very important in the field of tourism because English as International language used to communicate with people from all over the world before being able to speak other foreign languages. Many terms in the field of tourism that use English and have a meaning that can not be taken literally.

Currently Indonesia being aggressively to promote existing attractions to be known not only by domestic tourist but also foreigner tourists. Attractions explore more accompanied also by accommodation needed such as hotels, hostels, or homestay. Hence, the growing of hospitality industry followed by travel agents who sell accommodation with technology especially the local born online travel agent as we known today appeared in Indonesia.

The reason why the writer chose title "English Expessions and Terminologies Used For Reservation In PT. Raja Kamar Indonesia Jakarta" is the writer wants to discuss regarding English expressions in reservation division which has used daily by call center and customer service of the travel agent whether customers from foreign. Terminologies used in online travel agent also need to discuss the

meaning of them. As for the terms are used in travel agent basically took from flight and hotel terms due to the travel agent sells flight ticket and hotel reservation.

Many things can be developed from the title of this paper due out by the writer's observation, online travel agent company have the basic procedure for language used in service to the customer but still have polite's grammar but straight to the point. Language used is what will be discussed further in this paper.

This paper can be used for reference of English expressions which it has dialogues used when communicate to the foreign customers can also be used as a reference formal language used in communication between the call center and customers. We are not only in theories but also have to know how to communicate correctly and politely based on the Standard Operating Procedures (SOP).

One of the aspects of the travel agent focused on call center communication are how to call center used English expressions, involves :
- How is the English expression when give suggestions
- How is the English expression when do the reservation
- Handling customers by phone
- Handling customers when make cancellation and amendment

According to Background and reasons above, the writer sums up Some issues during research at PT. Raja Kamar Indonesia. The issues formulated in the following questions:

1. What English expressions are used in a hotel room reservation?
2. What are the activities in reservation?
3. What kind of terminologies used in reservation?

Currently Indonesia is very vigorous in promoting the tourism industry. Travel agents are one of the links of an integral part of the tourism industry itself. Through travel agents, potential travelers can get complete information about tourist destination information. The existence of travel agents can not only be found in travel offices, but currently many travel agents also provide online system experience which connected between travel agents and prospective travelers by using internet connection.

According to Boyd (1989:176) Travel agent makes travel arrangements and provides services directly to the public. They work with business (also referred as commercial), groups and individual pleasure traveler.

Mostly, in one travel agent, customer service or Call Center is also available to handle all problems regarding certain issues.

Rangkuti (2013:3) stated: *"Layanan call center adalah salah satu produk jasa layanan yang menjadi sisi terluar perusahaan. Karena layanan call center berinteraksi langsung dengan pelanggan sehingga baik atau buruknya suatu perusahaan dapat dinilai langsung oleh pengguna dari layanan call center. Sehingga banyak perusahaan berupaya untuk terus memperbaiki layanan call center mereka supaya dapat memenuhi kepuasan pengguna."*

(Call center service is one of the service products that become the company's outermost. Because call center services interact directly with customers so that the good or bad of a company can be judged directly by the user of the call center service. So many companies are working to keep improving their call center services to meet user satisfaction).

Call center is a front line of a company which interact directly with customers. Call center is also an important division of a company due their responsibilities to handle any kind of suggestion, complain or after sales service comment which is intended for the company.

There are some expressions used which is quoted from Baehaqi (2011:9). Those will be divided into 5 parts. According to Oxford dictionary (2012:156) expressions is the things that people say, write or to show the feelings, opinions or ideas.

A. Greeting

Baehaqi (2011:9) conveyed: Greeting *adalah salam atau tegur sapa yang digunakan untuk memulai sebuah percakapan. Greeting juga digunakan apabila kita menanyakan kabar seseorang atau sekedar basa-basi untuk memulai percakapan. Sementara Partings adalah salam perpisahan yang digunakan untuk mengakhiri percakapan.* (Greeting is used to start a conversation. Greeting is also used when we ask someone for news or just plain talk to start a conversation. While Partings is a farewell greeting used to end a conversation.)

Baehaqi also added, in expression for greeting commonly used is "Good morning", "Good afternoon", "Good evening". Also to ask about a person such as "How are you?", "How are you doing?", "How you doing?", "What's happening?", "What's new?"

B. Parting

"In the expression for the parting, it could use a phrase commonly known as "preclosing" that will signal the end of a dialogue such as "I've really got to go now", "Got to go now", "I'm sorry, I must be going now", "I must be on my way". As for the "Closing" is used to end of the conversation such as "Talk to you later", "Until the next time", "See you later", "Good bye/bye", "Catch you later".

C. Introduction

Expression that can be used with the name as follows: "I'm John", "Hello, I'm Jonathan Jenson", "Hello, my name is Lucky Andrian", "I don't think we've met. I'm young Kim", "Hi, I'm Mike. What's your name?". Expression that can be use after introducing himself is "It is a pleasure to meet you", "Glad to meet you", "Pleased to meet you", "Nice to meet you". Introduction is basic in English expression which it open the conversation.

D. Request and Suggestion

In case of expression of request, there are some patterns that can be used, please + verb (more polite) such as "Please help me", "Can you help me?", "Would you help me?", "Would you please help me?". As for the expression used to ask others to repeat his words is "Excuse me?", "Could you repeat that?", "What did you say?", "Could you say that again?", "I'm sorry. I didn't catch that".

According to the Merriam Webster dictionary suggestion is the process by which a physical or mental state is influenced by a thought or idea. The writer opinion according to theory above, suggestion is a psychic impulse about an idea. Asking suggestion means open with the idea source from others. The writer thinks that using polite and formal sentence when do the conversation while requesting and give suggestion in reservation is important due to call center staff as front line to build image of a company.

E. Description

Expression to describe something can also be used like- would like- look like- be like such as, "What kind of food do you like?", "I like Chinese food", "I

like some food with spicy taste", "What kind of food would you like to starter?", "I would like a shrimp avocado with thousand island".

From some of the theories above it can be concluded that English expression is things that people say, write or to do show their feelings, opinion or ideas which depends on the particular situation.

F. Thanking

Phrase commonly used to expressed thanks for instances : "I'm very greatful for...", "I'm so greatful for...", "Thank you very much for...", "Thank you so much for...", "Thanks a lot for...", "Thank you for...", "Thanks!". According to Habeyb (2012:12) "Thanks the noun have a meaning and contains a more intimate than thank you".

Main activity in travel agent is reservation. Reservation is a main activity in RajaKamar. This reservation is done by calling the customer servce or call center by phone.

Suwithi (2008:101) said that *"Reservasi adalah suatu proses permintaan pemesanan kamar dan fasilitas lain yang diinginkan oleh calon tamu untuk periode tertentu. Seluruh permintaan pemesanan kamar ini akan ditangani oleh petugas reservasi dengan mempertimbangkan keberadaan kamar pada saat itu.* (Reservation is a process of requesting room reservations and other facilities desired by a prospective guest for a certain period. All requests for this room reservation will be handled by the staff taking into account the existence of the rooms at the time).

The writer thinks that reservation is a request from customer to the hotel to occupy any room or any facilities in the hotel. The process has certain date check in and check out. Hotel reservation mostly happens before due date of check in or in some cases customer may do the reservation in same day check in depend on their needs.

Some terminologies are used in reservation process at Rajakamar. According to Merriem-Webster dictionary, terminology is the technical or special terms used in a business, art, science, or special subject. The writer thinks that terminology used in specification subject to make it easier to understand. In other words, terminologies in travel agent are special words used in certain travel agent business. The words are commonly used in travel agent business to express a state with a compact language.

II. RESEARCH METHODOLOGY

The writer has done research in PT. Raja Kamar Indonesia to get more data and knowledge to compile this journal. The data are taken in Reservation division whose duty is handling customers who need assistance to reserve hotel and flight. The writer used descriptive qualitative method in composing this research in order to get systematic, factual, and accurate regarding the object of the reasearch. In the first stage, the writer collected data and materials required first, and on the next stage the writer cultivated and discussed up to the conclusion that ultimately can make a report to attach all activities done during research at Rajakamar.

Data collection is done in order to get information as well analyze the data so that the data can give an idea of object being researched. Primary data source is data or any information gained and obtained by the author directly from the first sources of the individual or a group of parts of the object research, such as interviews and direct observation on the object of the research. As for the interview implemented at Reservation division, covering frequent problems faced by Rajakamar especially in handling order and reservation of hotel and flight. The observations carried out in Rajakamar regarding problems that are often encountered by the company mainly about the reservations.

III. RESULT AND DISCUSSION

3.1. The Structure of English Expressions Used in Dialogue
Structure of English expression is important to get know good grammar in dialogue between call center / customer service with customer. More about English expression for reservation handle by customer service, and English expression of customer complaint dialogue.

English expression used in reservation is important to get to know by call center staff due to their job handling the customer. The selection of proper grammar is also a concern and SOP in call center division. In this section, will be discussed of English expression on some parts of customer handling commonly used when serving by phone as follows :

3.2. Asking Inquiry
Call center as a corporate image served as a liaison between the company and customer. It is important for the call center to give a good impression. Greetings is the first thing spoken by the call center. Greetings should be well done and polite in accordance with SOP. Here is an example of a "asking inquiry" conversation between Devi (Call Center) and Agnes (Customer).

Call Center : "RajaKamar, Devi speaking how may I help you?"

Customer : "Hi, I'd like to ask hotel near Kuta Beach area. Could you give me some suggestions?"

Call Center : " Yes, sure. What is your name, mam?"

Customer : "My name is Agnes."

Call Center : "Well, Mrs Agnes, there are Maria Hotel, Harris Hotel Kuta Beach, Best Western Kuta Beach, Discovery Kartika Plaza surronding Kuta Beach area. Which one do you prefer mam and when will you be stay at the hotel?"

Customer : "How much for the lowest rate in each hotels?"

Call Center : "May I know when will you check in and for how many night?"

Customer : "I will stay in 8th May for 3 nights."

Call Center : "Well, for Maria Hotel is IDR 250,000, Harris Hotel Kuta Beach IDR 650,000, Best Western Kuta Beach IDR 700,000, and Discovery Kartika Plaza IDR 1,200,000 per room per night including breakfast for 2 persons. Which one do you prefer mam?"

Customer : "Well, I will discuss with my family first then I'll call you later."

Call Center : "Okay mam, please do not hesitate to contact us in this line. Thank you for calling Rajakamar and have a nice day."

In conversation above, the writer found lack of greeting delivered by call center staff. This is not in accordance with the instructions in previous theories.
According to Baehaqi "In the expression for the greeting commonly used is "Good morning", "Good afternoon", "Good evening". Also to ask about a person such as "How are you?", "How are you doing?", "How you doing?", "What's happening?", "What's new?".
(Incorrect)

Call Center : "RajaKamar, Devi speaking how may I help you?"

Customer : "Hi, I'd like to ask hotel near Kuta Beach area. Could you give me some suggestions?"
(Correct)

Call Center : "Good morning, RajaKamar, Devi speaking how may I help you?"

Customer : "Good morning, I'd like to ask hotel near Kuta Beach area. Could you give me some suggestions?"

3.3. Reservation

The main part of call center and customer activities is reservation. Usually, after giving suggestion, customer will consider to make reservation. In this case, it is important for the call center staff to give a good impression to the customer in this case is the language used must be polite in English. Here is an example of a "reservation" conversation between Devi (Call Center) and Agnes (Customer).

Call Center : "Good morning RajaKamar, Devi speaking how may I help you?"

Customer : "Good morning. I want to reserve 1 room for 27 December 2017, 1 night."

Call Center : "Yes, sure, May I know your name mam?"

Customer : "My name is Agnes."

Call Center : "Well Miss Agnes, you will be stay at the hotel or you reserve for other?"

Customer : "I will book for my family."

Call Center : "Miss Agnes, what hotel do you want to reserve?"

Customer : "Hard Rock Hotel Bali, please."
Call Center : "Hard Rock Hotel Bali for Deluxe room is IDR 1,500,000 per room per night inclusive breakfast for two persons."

Customer : " Okay please reserve it."

Call Center : "May I know your phone number and do you have any special request, Miss?"

Customer : "My phone number is 0838 7284 5066 and I want double room."

Call Center : "What is your email address, Miss Agnes?"

Customer : "My email address is agnes@gmail.com."

Call Center : "Do you have any special request, mam?"

Customer : "Yes, I want connecting room."

Call Center : "I will repeat the reservation. You reserved Hard Rock Hotel Bali from 27-28 December 2017 2 Deluxe room connecting room

inclusive breakfast with customer's name is Miss Agnes, your phone number is 0838 7284 5066 your request is double room, and your email address is agnes@gmail.com. Is it correct Miss?"

Customer   : "Yes."

Call Center : "Well Miss Agnes, your reservation is confirmed, I will send you an sms detail of your reservation and our bank account to transfer, Please do the bank transfer not more than 1 hour or your reservation will be release."

Customer   : "Thank you."

Call Center   : "Okay mam, please do not hesitate to contact us in this line. Thank you for calling Rajakamar, have a nice day."

In conversation above, found a structure suitable based on the theory in the previous chapter. Here is the explanation regarding theory of description in English expression.

According to Baehaqi expression to describe something an also be used like- would like- look like- be like such as, "What kind of food do you like?", "I like Chinese food", "I like some food with spicy taste", "What kind of food would you like to starter?", "I would like a shrimp avocado with thousand island"
(Incorrect)
Call Center: "Miss Agnes, what hotel do you want to reserve?"
Customer: "Hard Rock Hotel Bali."

(Correct)
Call Center: "Miss Agnes, what kind of hotel do you want to reserve?"
Customer   : "Hard Rock Hotel Bali, please."

3.4. Amendment

Amendment occurs when the customer has made a reservation and paid the booked room before but want to make changes to hotel orders, check in / out date, and number of rooms. Here is an example of "amendment" conversation between Devi (Call Center) and Agnes (Customer).

Call Center   : "Good Morning RajaKamar, Devi speaking how may I help you?"

Customer   : "I'd like to do amendment, change date my reservation before."

Call Center   : "Sure, for when ?"

Customer   : "I would like to stay from 2 to 6 instead of 3 to 7 of December 2017."

Call Center   : "May I know your name, mam?"

Customer   : "My name is Agnes."

Call Center   : "Well Miss Agnes, may I know the reservation number?"

Customer   : "Yes, RKB 130055."

Call Center   : "Well, RKB 130055 with guest name Agnes Monica for Hard Rock Hotel Bali, 1 Deluxe Room want to change check in date from 2 to 6 instead of 3 to 7 of December 2017. Is it correct, mam?"

Customer   : " Yes, correct."

Call Center : "Wait a minute mam, I'd like to check the availability first... (checking the room). Thank you for patient mam, 1 Deluxe room is available on 2 until 6 December 2017. May I process it now?"

Customer   : "Yes, sure."
Call Center   : "Well Miss Agnes, the amendment is confirmed and the voucher will be sent to your email. Anything else, mam?"
Customer   : "Perfect, thank you for your help."
Call Center : "Okay mam, please do not hesitate to contact us in this line. Thank you for calling Rajakamar, have a nice day."
In conversation above, the writer found unsuitable part with the theory in previous chapter. The detail will explain as below:
According to Baehaqi expression that can be used to express suggestions or offer something is "I think you should...", "I don't think you should", "Why don't you...", "Here. Have a coke", "How about a glass of wine?". "Would you like some more coke?".

(Incorrect)

Customer: "I'd like to change date my reservation before."

Call Center: "Sure, for when?"

(Correct)

Customer: "I'd like to change date my reservation before."

Call Center: "Sure, when do you want to stay?"

3.5. Cancellation and Refund

Cancellation commonly happens in reservation. This is because of various things such as, customers in a state of urgency, sickness, the condition of the hotel is out of estimates such as riots, or anything else that resulted in customers can not come to the hotel on a date that has been reserved. The cancellation rate is not usually about 2% of the total confirmed reservation. After cancellation, the customer's money automatically entered into the travel agent must be returned in accordance with the agreement between the guest and the travel agent. This is usually called refund. In this section we will discuss about the intermediate conversation "Cancel and Refund" between Devi (Call Center) and Agnes (Customer).

Call Center : "Good Morning RajaKamar, Devi speaking how may I help you?"

Customer : "I want to cancel my reservation because I have to do Something."

Call Center : "May I know your name, mam?"

Customer : "My name is Agnes."

Call Center : "Well Miss Agnes, may I know the reservation number?"

Customer : "Yes, RKB 130066."

Call Center : "Well, RKB 130066 with guest name Agnes Monica for

Neo Hotel Bali, 1 Superior Room want to cancel check in date from 20 to 23 December 2017. Is it correct, mam?"

Customer : "Yes and can I have money back?"

Call Center : "Yes, mam we will do the refund for your reservation. May I have you Bank account to transfer it?"

Customer : "BCA Johar Baru branch Jakarta 22331332 under name Agnes Soraya."

Call Center : "Well, thank you for your information mam. Total refund amount is IDR 1,500,000 and it will be process and transfer to you account maksimum 14 working days. Do you need anything else, mam?"

Customer: "No, thanks anyway."

Call Center: "Alright."

In conversation above is almost based on the structure of English expression but there is a lackness in there. According to Baehaqi, phrase is commonly used to express thanks in a polite manner for instances: "I'm very greatful for...", "I'm so greatful for...", "Thank you very much for...", "Thank you so much for...", "Thanks a lot for...", "Thank you for...", "Thanks!".

According to Habeyb (2012:12) "Thanks is the noun which has a meaning and contains a more intimate than thank you."

(Incorrect)
Customer: "No, thanks anyway."
Call Center: "Alright."
(Correct)
Customer: "No, thanks anyway."
Call Center: "Thank you for calling Rajakamar, have a good day."

3.6 Terminologies in Reservation and Caused
Many terms used in travel agents, especially hotel divisions, some of them are difficult to understand their meaning. Therefore, in this chapter, the writer will discuss further about the meaning and caused of terminologies used for reservation in hotel division. The terminologies as basic knowledge of call center in travel agent hotel division.

1. Confirmed
Is a condition where the reservation has been approved by hotel and customer may check in based on their arrival date. When the reservation is confirmed, reservation staff may have a payment from the guest and staff give a hotel voucher used when guest check in.

2. Cancel
Is a condition where customer want to cancel the reservation due to one or other reasons customer can not check in at the hotel. Usually if the cancellation occurs several days near the arrival date or the arrival date is high/ peak season, then the hotel charged a cancellation fee.

3. Amendment
The condition occurs when customer want to change their reservation has been confirmed and paid. The amendment usually in arrival or departure date, length of stay, and room type (upgrade or downgrade). Travel agent usually has their regulation to charged the customer amendment fee (around IDR 50,000/ invoice).

4. Refund
Occurs due to the customer who canceled the reservation but has paid the fee, then the money paid will be refunded.

5. Connecting Room
Is a condition where is 2 rooms located side by side has connecting door. It usually consists of 1 double bed and 1 twin bed and suitable for family with two children for their convenience. Hotel has not many connecting room and only a few in each floor.

6. Special Request
A request from customer to hotel where he/she would like to stay out of standard facility in hotel such as connecting room (if reserve 2 rooms), pool

view, near the lift, non smooking room, high floor and so on.

7. High Season

A period when the center of recreation, tourism and leisure experienced an increase in the number of visitors. This is due to long holidays for workers and students. High season usually takes place on Lebaran, Christmas, New Year, school holidays and long weekend. Characterized by an increase in ticket prices for tours and accommodation.

8. Low Season

A period when decrease in visits to the recreation center. Low season usually occurs in Ramadan, rainy season (October to April), and weekday (Monday to Thursday). Low season is also marked by the decrease in tour ticket prices and accommodation rate. In this period, the hotel occupancy rate was also low. Usually the hotel can provide free room type upgrade or check in earlier.

9. Surcharge

Is an additional cost paid by the customer. Surcharge is usually charged in high season period where is high demand and limited supply.

10. Extend Night

It is an additional night or extend request by customer.

11. Black Out Date

The date which close out for reservation. Usually due to the arrival of the hotel entourage of the lodge so that the room inventory is depleted or exhausted.

12. Adjoining Room

Different from connecting room, adjoining room is 2 rooms located side by side but there is no connecting door inside the room. Adjoining room usually request by a group booking.

13. Extra Bed

Additional bed that used if guest is over capacity in a room.

14. R.O.H (Run of House)

Is free room type which guest will know the room type when they have arrived at the hotel. In other meaning, Run of House is room type that available upon guest check in.

15. Fully Booked

Is the condition where is the room is full at the hotel and reservation can not be made. It happens due to high demand in high season period.

16. Allotment

Is amount of room allocate in a hotel. Beside of room rate, room allotment is important in reservation process.

17. Twin Bed

Room with 2 single beds and size is 120 x 120 cm each.

18. Double Bed

Room with one bed and size is 180 x 200 cm or 200 x 200 cm.

IV. CONCLUSION

English expression used in hotel reservations has been discussed previously, those consist of; greeting, parting, introduction, request and suggestion, description and thanking. Polite language is also important to use because it is official in serving customers. As call center staff, they have to know every steps of English expressions due to their responsibilities as front liner in a company.

English expressions used for activities in PT. Raja Kamar Indonesia divided into several situations; asking inquiry, reservation (when customer wants to book), amendment arrival or departure date, cancellation and refund. All situations are done by reservation staff in a daily basis. Differences in situations encountered, then different handling and use of English expression. Therefore, in this final paper, the writer describe the full range of dialogues commonly used by reserve staff in handling customers.

The terminologies are commonly used from staff to customer or internal (staff to staff). Some terminologies can not be explained in literary, then staff must know about terminologies used for reservation such as confirrmation, cancelation, refund, amendment, bedding type or reservation season and many other terminologies that is used in daily reservation activities.

BIBLIOGRAPHY

Anugerah, Andi. 2009. *Sukses Mengelola Call Center Manajemen Kinerja*. Jakarta: Telexindo Bizmedia.

Atmadjati, Arista. 2012. *Era Maskapai Saat Ini Website Base*. Yogyakarta: LeutikaPrio.

Baehaqi, Imam . 2011. *Essential Expressions In English Conversation*. Tegal: Media Ilmu.

Darsono, Agustinus. 2011. *Front Office Hotel*. Jakarta : Grasindo.

Heny, Grace. 2012. *CALL CENTER HANDBOOK: Mengupas Tuntas Layanan Pelanggan*. Jakarta: Elex Media Komputindo.

Kasavana, Michael L. and Brooks Richard M. 2012. *Managing Front Office Operations 8th Edition*. USA: Educational Institute.

Rangkuti, Freddy. 2013. *Customer Service Satiscaction & Call Centre Berdasarkan ISO 9001*. Jakarta: Gramedia Pustaka Utama.

Suwithi, Ni Wayan dkk. 2008. *Akomodasi Perhotel Jilid 1 10 SMK*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

https://www.merriam-webster.com/dictionary/travel%20agency (accessed 17 May 2017).

https://www.merriam-webster.com/dictionary/terminology (accessed 24 May 2017).

PROFILE

Sayyid Khairunas, S.S, M.Pd. was born in Jakarta, 15 October 1989. The second child of three is a graduate of STIBA Nusa Mandri Jakarta in 2013 and graduated from Universitas Indraprasta PGRI Jakarta in 2016 majoring in Teaching English and Education. Join BSI since 2012, in the midst of busy life, he still took time to write articles, ideas, experiences, journeys, and views via his personal blog.

Ungkapan Fatis Pada Dialog Dalam Buku *Koala Kumal* Karya Raditya Dika

Prapti Wigati Purwaningrum
ABA BSI Jakarta
Jl. Salemba Tengah no. 45 Jakarta Pusat
Email: prapti.pwp@bsi.ac.id

Abstract - *The purposes of the analysis are to find the phatics categories and the function of it in the context of the dialog. The writer provides data from the dialog which consist of phatic categories then analyze it. The data of the analysis are taken from Koala Kumal book written by Raditya Dika. Phatic chategories by Kridalaksana, the function of language by Leech, Criteria of phatics by Jacobson are choosen as the theory in this analysis. Based on the analysis the writer found some categories and the function of phatics. Particle as the phatic category which is mostly found in Koala Kumal book. It has the function to convince the meaning of the statement. Phrases and words are also found in it such as terima kasih, apa kabar, assalamualaikum, wassalamualaikum, and halo. The function of Assalamualaikum, halo, apa kabar are to start the conversation. Besides that terima kasih and wassalamualakum as phrase annd words category of fatis are also used to end the conversation.*

Key Word: speech situation, phatic categories, Koala Kumal Book Written By Raditya Dika

I. PENDAHULUAN

Perkembangan teknologi saat ini sudah semakin canggih, berbagai informasi dan hiburan dapat diperoleh melalui akses internet. Mereka tidak perlu beranjak kemana-mana hanya dengan sentuhan jari segala informasi dapat mereka dapati. Begitupun dengan perkembangan aplikasi yang semakin melengkapi handphone juga semakin beragam, misalnya untuk yang memiliki hobi membaca novel kini tidak perlu harus merogoh kantong untuk mendapatkan buku atau novel yang mereka inginkan, namun hanya dengan mengunduh aplikasi wattpad berbagai macam genre buku atau novel dapat dinikmati.

Novel dan juga buku kumpulan cerita merupakan bagian dari karya sastra yang masih menjadi primadona di masyarakat saat ini. Melalui sentuhan kreatif sang penulis tidak jarang pembaca larut dalam alur cerita yang mungkin sedih, senang, romantis, lucu, mencekam, dan bahkan terkadang merasa ikut berpetualang dalam cerita tersebut. Meskipun novel maupun buku cerita sudah dapat dinikmati melalui daring, namun tidak mengurangi peminat untuk tetap membaca novel dalam versi cetak atau laring dengan berbagai alasan melatarbelakngi hal tersebut.

Salah satu buku yang cukup menarik perhatian saya kali ini merupakan terbitan dari gagas media yang bergenre komedi karya dari penulis muda yang terkenal dengan kejombloannya yaitu Raditya Dika. Dengan cerita kejombloannya ini justru yang telah menghantarkan dia menjadi seorang komika dan penulis terkenal. Sejak buku pertamanya yang berjudul kambing jantan, radikus makankakus, cinta brontosaurus, babi ngesot, manusia setengah salmon, marmut merah jambu yang semua bukunya menceritakan tentang saat menjadi mahasiswa, jatuh

cinta, hingga patah hati. Kata-kata dalam buku ini ringan, mudah dipahami dan lucu hingga mampu membuat pembaca tertawa geli dengan kepolosan dan kejombloan tokoh utamanya yaitu dika yang tidak lain adalah penulis buku tersebut.

Dialog antar karakter dalam buku ini tidak jarang mengundang tawa dan kegelian. Dialog yang digunakan sangat sederhana dan mudah diterima oleh pembaca. Selain itu hampir dalam setiap dialog banyak sekali ditemukan ungkapan yang berupa partikel, kata dan frasa seperti *nih, dong, sih, kok, lho, ya, kek, yah, toh, kan, halo, terima kasih* yang sepintas tidak terlalu penting dalam dialog namun jika diamati lebih mendalam ternyata ungkapan tersebut memiliki maksud tertentu dalam tiap dialog yang dituturkan oleh penuturnya. Beberapa ungkapan tersebut dikenal dengan ungkapan fatis.

Menurut (Kridalaksana, 1999) ungkapan atau kategori fatis merupakan kategori yang bertugas untuk memulai, mempertahankan, dan menekankan komunikasi antar penutur dan petutur. Ungkapan atau kategori fatis ini merupakan bagian dari fungsi bahasa yang sangat sering ditemukan terutama dalam ragam bahasa lisan. Ahli lain juga menyebutkan bahwa fungsi fatis dari suatu bahasa adalah untuk menjaga hubungan sosial secara baik dan menjaga agar komunikasi tetap berkesinambungan Leech (1977: 47-50).

Dalam tulisan ini penulis tertarik untuk memilih buku dari Raditya Dika dengan judul Koala Kumal. Pada bukunya kali ini Dika sapaan akrabnya menceritakan kisahnya dari saat dia masih SD yang digambarkan sebagai sosok yang tidak terlalu memiliki banyak teman dan main game sebagai hobinya, lalu beranjak dewasa sebagai sosok yang cukup pendiam serta lika liku cintanya dengan beberapa cewe aneh hingga merasakan sakitnya

ditolak. Cerita tidak berhenti sampai disitu hingga akhirnya dika menemukan sosok cewe yang bisa mengubah statusnya dari jomblo menjadi memiliki pacar meskipun akhirnya berakhir dengan *Long Distance Relationship* (LDR) karena munculnya orang ketiga. Alur cerita ini memberikan arti tersendiri bagi perjalanan kehidupannya, yang juga merupakan sebuah nasehat dari sang mamah bahwa orang yang sudah pernah merasakan patah hati merupakan orang yang "Dewasa".

Dalam buku ini pada beberapa dialog banyak sekali ditemukan ungkapan atau kategori fatis oleh karena itu penulis tertarik untuk mengamati serta menganalisa bagaimana dan untuk tujuan apa para karakter dalam cerita koala kumal karya Raditya Dika tersebut sering menggunakan ungkapan atau kategori fatis pada dialognya.

Tinjauan Pustaka

Pragmatik

Menurut Leech (1983) berpendapat bahwa pragmatik adalah ilmu tentang maksud hubungannya dengan situasi-situasi (speech situation). Proses tindak tutur ditentukan oleh konteks yang menyertai sebuah tuturan.

Aspek Tutur

Menurut Leech, Aspek Tutur meliputi penutur, lawan tutur, tujuan tutur, tuturan sebagai produk tindak verbal. Terkait dengan aspek tutur penutur dan lawan tutur ditegaskan bahwa lawan tutur atau petutur adalah orang yang menjadi sasaran tuturan dari penutur.

Menurut Hymes (1972) di dalam peristiwa tutur ada yang menandai keberadaan peristiwa itu. *Setting* atau tempat adalah suasana peristiwa tutur, *Participants* adalah penutur, petutur dan pihak lain, *ends* atau tujuan yaitu tujuan tuturan tersebut dituturkan, *acts* yaitu tindakan yang dilakukan oleh penutur di dalam peristiwa tutur, *key* yaitu nada suara atau ragam bahasa yang digunakan di dalam mengekspresikan tuturan dan cirri mengekspresikannya, *Instrument* merupakan alat yang digunakan pada saat penutur menuturkan tuturannya, *Norms* atau Norma adalah aturan yang harus dipatuhi oleh semua peserta tutur, dan yang terakhir adalah *Genre* adalah jenis kegiatan atau peristiwa itu sendiri.

Leech (1977:47-50), membagi fungsi bahasa menjadi lima. Yang pertama adalah fungsi informatif, yaitu bahasa yang berfungsi sebagai alat untuk menyampaikan informasi. Kedua adalah fungsi ekspresif. Fungsi ekspresif bahasa dipakai untuk mengungkapkan perasaan dan sikap penuturnya, Jika dalam fungsi informatif yang dipentingkan makna konseptual, dalam fungsi ekspresif yang dipentingkan makna afektif. Ketiga adalah fungsi direktif, yaitu jika bahasa yang kita gunakan bertujuan untuk mempengaruhi perilaku atau sikap orang lain seperti dalam ujaran yang berupa perintah dan permohonan. Keempat adalah fungsi estetis bahasa, yaitu penggunaan bahasa berkaitan dengan karya seni. Kelima adalah fungsi fatis, yaitu fungsi bahasa yang digunakan untuk menjaga hubungan sosial secara baik dan menjaga agar komunikasi tetap berkesinambungan.

Ungkapan fatis

Menurut Kridalaksana (2005:114), ungkapan fatis merupakan ungkapan yang mengandung kategori fatis yang bertugas untuk memulai, mempertahankan, mengukuhkan pembicaraan antara pembicara dan kawan bicara. Beliau juga mengungkapkan kategori fatis merupakan ciri ragam lisan yang nonstandar sehingga kebanyakan kategori fatis terdapat dalam kalimat-kalimat nonstandar. Kridalaksana membagi kategori fatis menjadi tiga bagian dalam tuturan atau kalimat yang memungkinkan munculnya ungkapan fatis, yaitu pada awal, tengah, dan akhir kalimat.

Kategori fatis

Kridalaksana dalam Sutami (2005:116-120) juga mengungkapkan pembagian kategori fatis yaitu partikel fatis, kata fatis, serta frasa fatis. Ungkapan fatis meliputi *ah, ayo, deh, dong, ding, halo, kan, kek, kok, lah, lho, mari, pun, selamat, sih, toh, tau, ya, yah, selamat, terima kasih, turut berduka cita, alhamdulilah, insya allah, assalamualaikum, wa'alaikumsalam*. Partikel dan kata fatis merupakan kategori yang paling banyak, partikel fatis meliputi *ah, deh, ding, dong, kan, kek, kok, -lah, loh, nah, pun, sih, toh, ya, dan yah*. Sedangkan pada kata fatis mencakup *halo, selamat, ayo, dan mari. Kategori yang kedua adalah frasa fatis terdiri dari (selamat pagi, siang, sore, malam, belajar dll), terima kasih, turut berdukacita, assalamualaikum, wa'alaikumsalam, insya allah, dengan hormat, hormat saya.*

Kriteria kefatisan menurut Jacobson (1980) adalah:

1. Memulai komunikasi
2. Mempertahankan atau mengukuhkan komunikasi
3. Memutuskan komunikasi
4. Memastikan berfungsinya saluran komunikasi
5. Menarik perhatian kawan bicara atau menjaga agar kawan bicara tetap memperhatikan pembicara.

Kriteria kefatisan menurut Leech
1. Menjaga hubungan sosial agar tetap baik, diantaranya dengan basa basi yang tidak membutuhkan jawaban atau tanggapan sesuai dengan isi ujaran
2. Menjaga agar komunikasi tetap berkesinambung-an.

Dari kedua ahli tersebut di atas, jelas bahwa kriteria kefatisan sama-sama memiliki tujuan sosial yaitu agar hubungan antara petutur dan mitra tutur tetap terjaga, sehingga hubungan kedekatan dari masing-masing pihak dapat terwujud.

Fungsi Kategori Fatis

Menurut Kridalaksana (2005:116-119) bahwa setiap kategori fatis berupa partikel, kata maupun frasa yang muncul dalam lisan dan tulisan nonstandar memiliki tujuan atau tugas yang berbeda-beda.

Berikut fungsi-fungsi Partikel dan kata fatis:

1. Fatis *nah* memiliki tugas untuk meminta mitra tutur mengalihkan perhatian ke yang lain
2. Fatis *deh* memiliki tugas untuk mengungkapkan pemaksaan dengan membujuk, memberi persetujuan, garansi, serta penekanan
3. Fatis *kan* bertugas untuk menekankan pada pembuktian dan dapat juga sebagai pembantahan
4. Fatis *kok* memberikan makna penekanan dan pembantahan, pengingkaran atau sebagai pengganti kata tanya mengapa atau kenapa.
5. Fatis *sih* memiliki tugas untuk menunjukan maksud yang berarti memang atau sebenarnya, menekankan atau memperkuat alasan,
6. Fatis *dong* bertugas untuk menekankan pertanyaan, menghaluskan perintah, menekankan kesalahan mitra tutur,
7. Fatis *ding* mengungkapkan pengakuan kesalahan penutur
8. Fatis *kek* bertugas untuk menekankan harapan atau keinginan, perincian, perintah.
9. Fatis *nih* bertugas untuk menekankan atau menguatkan pernyataan.
10. Fatis *ah* digunakan untuk menekankan rasa penolakan atau acuh tak acuh terhadap sesuatu dan selain itu dapat juga digunakan sebagai penegaskan terhadap sesuatu yang dilakukan.
11. Fatis *Lho* atau *loh* Menekankan kepastian.
12. Fatis *Ya* atau *yak* jika letaknya di awal kalimat maka bertugas untuk mengukuhkan atau membenarkan tuturan dari mitra tutur. Meminta persetujuan atau pendapat mitra tutur jika posisinya di akhir kalimat.
13. Fatis *yah* untuk mengungkapkan perasaan simpatik dan dapat juga mengungkapkan rasa kekecewaan dan keraguan terhadap sesuatu.
14. Fatis *toh* memiliki tugas untuk mengungkapkan menguatkan maksud atau keinginan yang ingin dilakukan oleh si penutur.
15. Fatis *halo* bertugas untuk mengukuhkan pembicaraan di telepon dan menyalami mitra tutur yang dianggap dekat.
16. Fatis *selamat* untuk memberi selamat pada mitra tutur
17. Fatis *mari* untuk menekankan ajakan

Berikut fungsi-fungsi frasa fatis:
1. *Selamat malam*, selamat jalan digunakan untuk memulai dan mengakhiri percakapan sesuai situasi dan keperluannya.
2. *Terima kasih* digunakan setelah pembicara merasa mendapat sesuatu dari lawan bicara
3. *Turut berduka cita* digunakan untuk mengungkapkan rasa duka cita
4. *Assalamualaikum* digunakan pada waktu pembicara ingin memulai interaksi.
5. *Waalaikumsalam* digunakan untuk menjawab kawan bicara yang menuturkan assalamualaikum
6. *Insya Allah* dituturkan apabila pembicara menerima tawaran untuk melakukan sesuatu dari kawan bicara.

II. METODOLOGI PENELITIAN

Pendekatan Penelitian

Pendekatan yang digunakan dalam penelitian ini adalah kualitatif. Metode penelitian yang digunakan adalah analisis isi karena penelitian ini lebih mengutamakan pendekatan konten dari dialog dalam buku tersebut. Penulis memilih buku dengan judul *Koala Kumal* karya Raditya Dika karena di dalamnya banyak sekali ungkapan atau kategori fatis yang terkadang menimbulkan implikasi yang berbeda-beda. Data penelitian berupa penggalan dialog dalam buku tersebut.

Menurut Sudaryanto (2015:11-13) dalam sebuah penelitian penggunaan istilah penyediaan data dan analisis data dirasa lebih sesuai, tepat, mengena dan menghindari kesan yang terlalu indrawi. Istilah *penyediaan* cukup eksplisit menunjukan tujuan, mewakili istilah pengumpulan, pemilihan, dan penataan. Selain itu dengan istilah Penyediaan tersarankan adanya tahap lanjutan untuk pemecahan masalah yaitu analisis.

Proses Penyediaan Data

Penyediaan data dilakukan dengan membaca buku Koala Kumal, mengidentifikasi dialog yang mengandun ungkapan fatis, lalu mengelompokannya berdasarkan kategorinya yaitu partikel, kata, atau frasa. Penulis membutuhkan waktu sekitar 3 minggu untuk menyediakan data berupa dialog yang terdapat ungkapan atau kategori fatis.

Analisis Data

Data yang sudah tersedia merupakan penggalan dialog dari buku *Koala Kumal* karya Raditya Dika yang berisi ungkapan atau kategori fatis. Penulis mengamati, mengidentifikasi kategori fatis lalu mengelompokannya berdasarkan kategori yaitu partikel, kata, dan frasa. Setelah seluruh data teridentifikasi langkah selanjutnya adalah penulis menganalisis data tersebut dengan menggunakan teori dari Kridalaksana untuk mengetahui apakah kategori fatis yang muncul memiliki tugas memulai,

mempertahankan, atau mengukuhkan suatu maksud dari si penutur dan petutur dalam dialog tersebut.

I. HASIL DAN PEMBAHASAN

Beberapa kategori fatis yang ditemukan dalam buku Koala Kumal dari Raditya Dika, penulis akan menganalisis ketegori fatis yang ditemukan dalam cerita tersebut untuk mengetahui tugas dan maksud penutur menggunakan kategori fatis tersebut dalam tuturan pada dialog tersebut. Dalam menganalisis data, penulis menggunakan teori dari Kridalaksana (2005:116) dan Leech (1977)

Menekankan Kepastian

Loh, kan, dan *dong* Data 88 (Dika dan sang pacar sedang membicarakan hal yang serius tentang hubungan mereka yang akan mereka jalani. LDR merupakan keputusan yang akhirnya mereka pilih setelah Dika memilih untuk melanjutkan pendidikannya ke Ausie selama kurang lebih 4 tahun. Mereka sama-sama merasa apakah mereka mampu untuk menjalaninya, sepertinya pacarnya mulai ragu tentang LDR ini setelah membaca sebuat situs di internet tentang sepersekian persen LDR akan gagal.

Pacar : aku baca di website mana gitu, katanya
        pasangan LDR ga bakal berhasil *Loh*
Dika : Tapi Indonesia-Ausie *kan* ga jauh-jauh
        amat, beda waktunya juga yah 4 jam.
Pacar : Kamu emang percaya kita bakal bisa LDR?
Dika : Yah, kita harus percaya *dong*.

Dalam dialog di atas pacar Dika mencoba meluapkan kekhawatirannya mengena LDR yang akan dijalaninya. Dalam penggalan dialog di atas pacar dika bertutur "aku baca di website mana gitu, katanya pasangan LDR ga bakal berhasil *Loh*' melalui tuturan ini terlihat bahwa pacarnya berusaha mengungkapkan sebuah bukti yang mungkin akan bisa mendukung atas sikap keraguannya terhadap LDR. Dika berusaha untuk meredam kehawatiran tersebut dengan juga memberikan bukti bahwa meskipun LDR tetapi hanya hanya terpaut 4 jam dalam perbedaan waktu, itu akan baik-baik saja. Namun keraguan itu masih tetap membayangi sang pacar dengan kembali bertutur "Kamu emang percaya kita bakal bisa LDR?" Dika pun mencoba menepis kembali keraguan oyang sedang melanda orang terkasihnya, meskipun tuturanyapun mengisyaratkan keraguan "Yah, kita harus percaya dong"

Dalam tuturan sang pacar "aku baca di website mana gitu, katanya pasangan LDR ga bakal berhasil *Loh*". Terdapat kategori fatis jenis partikel yaitu *Loh* yang memiliki tugas untuk menekankan sebuah kepastian. Dalam hal ini ada sebuah keraguan dalam benak pacar Dika, dengan demikian dalam tuturannya *Loh* menyiratkan bahwa dia mengharap Dika untuk

meyakinkan akan sebuah kepastian bahwa apa yang dia baca tentang LDR tidak akan terjadi pada hubungan mereka. Disini Dika mencoba meyakinkan sang pacar dengan tuturannya "Tapi Indonesia-Ausie *kan* ga jauh-jauh amat, beda waktunya juga yah 4 jam" di dalamnya juga terdapat ungkapan fatis *kan* yang bertugas menekankan pembuktian yaitu meski terpisah jarak namun hanya mengalami perbedaan waktu 4 jam, semua akan baik-baik saja. Sang pacar kembali bertutur "kamu emang percaya kita bakal bisa LDR?" saat itu sebenarnya Dikapun sangat berat untuk menghadapi serta menjalani LDR, namun dia tetap berusaha bersikap tenang dan bijak, bahwa semua itu akan bisa dilalui jika diawali dari dasar hati yaitu keyakinan dan percaya jika kita bisa lalui semua. Dika berusaha meyakinkan pacar untuk yakin dan percaya bahwa LDR bisa baik-baik saja. Hal ini terlihat pada tuturan Dika "Yah, kita harus percaya *dong*". Ungkapan fatis *dong* bertugas untuk menghaluskan perintah, pada tuturan tersebut secara halus Dika menyuruh pacarnya untuk berusaha bersikap percaya tenang dalam menjalani LDR.

Menunjukan maksud yang berarti memang atau sebenarnya, pengganti kata tanya kenapa, penekanan terhadap sesuatu, Menyatakan keraguan tentang sesuatu.

Sih,kok, deh, yah Data 91 (saat Dika di rumah pacar untuk berpamitan bahwa keesokan harinya dia harus berangkat ke Ausie untuk melanjutkan pendidikannya. Ada kesedihan serta keraguan yang tergambar jelas di wajah pacarnya).

Dika : kamu kenapa *sih kok* ga kayak biasanya?
Pacar : Aku takut *deh*
Dika : Takut kenapa?
Pacar : nanti kalau kamu disana ketemu orang lain
        gimana?
Dika : Ketemu siapa?
Pacar : iya, siapa tau disana ada cewe pirang naksir
        kamu?
Dika : ya ampun, aku kalau mau ngobrol sama
        orang asing aja harus jinjit, gimana mau
        pacaran?
Pacar : *yah* siapa tau ada cewe pirang cantik
        pendek yang mau sama kamu.

Dalam dialog di atas Dika dan pacarnya sedang membicarakan tentang hubungan LDR yang pasti akan mereka lalui. Dika akan melanjutkan pendidikannya di Ausi selama kurang lebih 4 tahun. Pacarnya mulai ragu akan hal tersebut, bahkan sempat berpikir bagaimana jika suatu saat Dika bertemu seseorang disana. Percakapan mereka diawali dengan tuturan "kamu kenapa *sih kok* ga kayak biasanya?" tuturan ini dituturkan Dika karena melihat sikap pacarnya yang sedikit berbeda dari biasanya, kecurigaan Dikapun terjawab, ternyata pacarnya merasa cemas atau taku akan kepergian Dika ke Ausie, hal ini terlihat pada tuturan "aku

takut *deh*" jika suatu saat Dika bertemu seseorang disana dan mereka saling menyukai. Namun Dika berusaha menenangkan perasaan pacarnya dengan bertutur "ya ampun, aku kalau mau ngobrol sama orang asing aja harus jinjit, gimana mau pacaran? Sambil tersenyum untuk menenangkan pacarnya.

Tuturan yang mengandung ungkapan atau kategori fatis terdapat pada tuturan "kamu kenapa *sih kok* ga kayak biasanya?." Keduanya merupakan kategori fatis jenis partikel *sih* bertugas untuk menunjukan maksud memang atau sebenarnya tentang suatu hal atau kondisi dan *Kok* bertugas untuk menggantikan kenapa atau mengapa. "kamu kenapa *sih kok* ga kayak biasanya?" tuturan tersebut menyiratkan keingintahuan kebenaran atas sikap pacarnya seperti itu ditandai dengan munculnya ungkapan fatis *sih* serta diikuti oleh ungkapan fatis *kok* yang bertugas menggantikan kata kenapa atau mengapa. Dika berusaha mencari tahu kebenaran serta alasan atas sikap pacaranya. Pertanyaanya terjawab dengan "aku takut *deh*" ternyata pacarnya merasa takut jika suatu hari di Ausie Dika bertemu dengan sosok lain yang mampu memikatnya dengan bertutur "iya, siapa tau disana ada cewe pirang naksir kamu?" namun segera dibantah oleh Dika dengan tuturan ya ampun, aku kalau mau ngobrol sama orang asing aja harus jinjit, gimana mau pacaran? Tuturan tersebut langsung dijawab oleh pacarnya "*yah* siapa tau ada cewe pirang cantik pendek yang mau sama kamu". Dari tuturan tersebut terdapat ungkapan fatis *yah* yang bertugas menyatakan keraguan akan sesuatu hal. Meskipun pacarnya bertutur demikian namun tuturan tersebuh tersirat jauh di lubuk hatinya sebuah keraguan tentang ada cewe pirang atau bule pendek dan naksir Dika.

Menyuruh mitra tutur unutk mengalihkan perhatian atau ke topik lain

Nah Data 22: Saat itu Dika dan kirana sedang asyik menonton pertandingan sepak bola di Televisi. Namun tiba-tiba kiran memecah konsentrasi Dika dengan melontarkan sebuah pertanyaan yang cukup membuat Dika terganggu.

Kirana : Kalo kartu kuning artinya apa?
Dika : Oh, kalo itu artinya pelanggaran
Kirana : jadi kalo pelanggaran, wasitnya ngasih kartu kuning ke pemainnya?
Dika : Iya
Kirana : Kok kartunya ga habis kalo dikasih-kasih gitu?
Dika : kartunya ga beneran dikasih, tapi dikasih liat doang trus dikantongi lagi. *Nah* offside itu kayak yang barusan.
Kirana : *Oh*, ngerti sekarang. Sekarang skor berapa?

Saat itu Dika dan kirana sedang asik menonton pertandingan sepak bola di televisi. Namun saat asyik memperhatikan pertandingan, tiba-tiba

terdengar suara kirana yang bertutur "Kalo kartu kuning artinya apa?" Saat itu wasit terlihat memberikan kartu kuning sebagai peringatan pada salah satu pemain yang dianggap telah melakukan pelanggaran. Dika segera menjawabnya dengan bertutur "Oh, kalo itu artinya pelanggaran". Ternyata keingintahuan kirana tidak berhenti sampai disitu dia kembali bertutur "jadi kalo pelanggaran, wasitnya ngasih kartu kuning ke pemainnya?" dan dijawab singkat oleh Dika "Iya" ternyata pertanyaan kirana berlanjut dengan menuturkan Kok kartunya ga habis kalo dikasih-kasih gitu?. Dika mulai kesal dengan beberapa pertanyaan kirana. Akhirnya Dika tetap mencoba menjawab "kartunya ga beneran dikasih, tapi dikasih liat doang trus dikantongi lagi. *Nah* offside itu kayak yang barusan". Diakhir jawabannya Dika mencoba memberikan pernyataan yang berbeda dengan topik pembicaraan sebelumnya yaitu "*Nah* offside itu kayak yang barusan". Namun pernyataan tersebut tidak terlalu ditanggapi kirana yang sebelumnya membahas tentang kartu kuning.

Ungkapan fatis jenis partikel *Nah* ditemukan pada tuturan Dika di atas. Partikel *Nah* memiliki tugas untuk menyuruh mitra tutur mengalihkan perhatian melalui tuturan maupun topik pembicaraan. Dalam tuturan "*Nah* offside itu kayak yang barusan" partikel Nah memiliki tugas untuk menyuruh mitra tutur yaitu kirana untuk mengalihkan perhatiannya tentang pertanyaan kartu kuning yang menurut Dika hal tersebut tidak terlalu penting untuk terus dipertanyakan. Hal ini terlihat dari tuturan kirana "Kok kartunya ga habis kalo dikasih-kasih gitu?". Lalu Dika mencoba menjelaskan dan mengalihkan perhatian Kirana dengan bertutur "*Nah* offside itu kayak yang barusan". Maksud Dika disini agar Kirana tidak lagi bertanya tentang kartu kuning yang sebenarnya apapun penjelasan yang diberikan Dika tidak akan membuat Kirana memahaminya. Hal ini terlihat dari jawaban Kirana "Oh, ngerti sekarang, Sekarang skor berapa?", dari tuturan "oh ngerti sekarang" merupakan respon Kirana yang sama sekali tidak ada hubungannya dengan pertanyaan dia sebelumnya yaitu tentang kartu kuning, namun saat disebutkan tentang contoh offside Kirana bertutur "oh ngerti sekarang" dan lanjut bertanya tentang skor. Dika merasa sia-sia memberikan respon dan penjelasannya pada Kirana tentang kartu kuning. Hal ini terlihat dari tingkah Dika yang menepok jidatnya yang menandakan dia sedikit kesal pada ulah Kirana yang sempat mengganggu konsetrasi Dika dengan beberapa pertanyaan.

Menekankan atau menguatkan pernyataan, menekankan pertanyaan

Nih, *dong* Data 101: siang itu Mirzan dan Dika bertemu setelah sekian lama sibuk dengan urusan mereka masing-masing. Mereka berbincang dan saling bertukar cerita termasuk kisah cinta dan kejombloannya.

Mirzan : Gw masih jomblo *nih*, Dit
Radit : sampai sekarang?
Mirza : iya, kapok jatuh cinta lagi. Hati gw udah berjamur.
Dika : Ya, dikasih kalpanak aja
Mirza : panas *dong*
Dika : itu resikonya punya hati yang lama ga diapa-apain.

Berdasarkan dialog diatas antara Dika dan Mirzan yang telah lama tidak bertemu. Mereka saling bertukar cerita tentang apa yang telah mereka lalui selama tidak bertemu. Sejak Mirza mengalami kekecewaan dalam sebuah hubungan sampai saat itu Mirza belum kembali membuka hatinya untuk sebuah nama baru, sehingga dia masih nyaman dengan kejombloannya. Hal ini terlihat dari tuturan Mirza "Gw masih jomblo *nih*, Dit" seolah ingin memberitahukan pada Dika bahwa sejak kejadian beberapa tahun yang lalu masih lekat hingga sekarang. Dika segera memberi respon atas pernyataan Mirza dengan bertutur "sampai sekarang?" langsung dijawab "iya, kapok jatuh cinta lagi", Hati gw udah berjamur". Mirza seakan sudah tidak ingin membina sebuah hubungan karena kekecewaan di masa lalu. Namun ternyata Dika menanggapinya dengan candaan konyolnya dengan bertutur "ya dikasih kalpanak aja", dia mengibaratkan hati Mirzan yang sudah berjamur layaknya seperti kulit jadi harus diberi kalpanak biar jamurnya hilang. Mirzapun tak kalah konyol, dia menanggapi keusilan Mirza dengan bertutur "panas *dong*?" Dika seolah serius menanggapinya dengan bijak meskipun sebenarnya konyol dengan mengibaratkan hati Mirza yang sudah lama kosong dari nama cewe sebagai sebuah benda yang yang sudah lama tidak digunakan maka akan jamuran, tuturan ini terlihat pada respon Dika "itu resikonya punya hati yang lama ga diapa-apain".

Kategori fatis yang muncul pada tuturan di atas adalah *nih* dan *dong*. *Nih* bertugas untuk menguatkan pernyataan dan dong digunakan untuk menekankan pertanyaan. Pada tuturan "Gw masih jomblo *nih*, Dit" ungkapan fatis *Nih* memberikan penguatan pada pernyataan Mirzan tentang statusnya yang masih jomblo, hal ini didukung juga dengan pernyataan Mirzan berikutnya "iya, kapok jatuh cinta lagi", Hati gw udah berjamur". Tuturan tersebut mendukung sekaligus memberikan alasan sebagai bukti atas pernyataan Mirza sebelumnya tentang status jomblonya. Ungkapan fatis dalam tuturan Mirzan berikutnya "panas *dong*?" ungkapan fatis ini digunakan untuk menekankan pertanyaan Mirzan atas pernyataan Dika "ya, dikasih kalpanak aja" hal ini dilatarbelakangi sebuah pengetahuan bahwa kalpanak merupakan obat kulit yang berjamur yang jika digunakan akan menimbulkan rasa panas. *Dong* memberikan penekanan pertanyaan, karena dalam hal ini yang berjamur

adalah hati Mirzan dan kenyataanya tidak benar-benar berjamur namun hati itu hampa karena sudah lama tidak menyimpan sebuah nama istimewa di dalamnya. Oleh karena itu penekanan pertanyaan hanya candaan apakah benar hati Mirzan harus dikalpanak.

Menekankan pada pembuktian
Kan Data 95 (Dika dan pacarnya sudah menjalani LDR selama 2 tahun, seiring berjalanya waktu komunikasi keduanya tidak seintent atau seefektif dulu lagi. Banyak hal yang membuat mereka semakin jarang berkomunikasi. Hingga suatu saat timbul rasa yang lain di benak pacarnya untuk mengambil sebuah keputusan.

Pacar : kamu ngrasa ga *sih*? Kalo kita udah ga seintensif dulu ?
Dika : iya sih. Akhir-akhir ini komunikasi kita ga selancar dulu
Pacar : aku mau ngomong sesuatu sama kamu.
Dika : apa?
Pacar : gimana ya, bingung ngomongnya.
Dika : mau ngomong apa *sih*?
Pacar : Jadi gini......
Dika : kok aku jadi deg degan ya?
Pacar : Gini kita *kan* udah lama pacaran.
Dika : terus?
Pacar : tapi ada hal yang harus kamu tahu....
Dika : kamu kenapa sih?nanti aku beneran deg degan nih
Pacar : aku ketemu orang lain. Tapi kamu masih yang terbaik buat aku kok.

Pada dialog di atas menceritakan tentang hubungan Dika dan pacarnya, yang saat itu mereka jalani secara LDR. Dika melanjutkan pendidikan di Auise selama 4 tahun, awalnya mereka menjalani LDR baik-baik saja. Setelah dua tahun berlalu ada perubahan yang terjadi, komunikasi mereka tidak seintensif dulu lagi. Suatu hari sang pacar menelpon Dika untuk menyampaikan sesuatu tentang hubungan mereka. Hal ini terlihat pada tuturan pacar "kamu ngrasa ga sih? Kalo kita udah ga seintensif dulu?" kemudian direspon oleh Dika seolah membenarkan tuturan pacarnya "iya sih. Akhir-akhir ini komunikasi kita ga selancar dulu". Pembicaraan mereka masih berlanjut hingga tiba-tiba ada tuturan pacarnya yang cukup membuat Dika cemas, "Gini kita *kan* udah lama pacaran" dengan tenang Dika menjawab "terus?" lama Dika menunggu apa yang sebenarnya ingin pacaranya ungkapkan. Akhirnya Dika mendengar tentang apa yang ingin disampaikan "aku ketemu orang lain". Dika sejenak terdiam mencoba memahami maksud tuturan pacarnya. Ternyata hubungan mereka harus berakhir di tahun kedua. Dika tidak mampu berkata apa-apa lagi keputusan sudah diambil pacaranya karena dia telah menemukan sosok lain yang mampu menggantikan Dika. Lalu percakapan mereka

berakhir seiring dengan berakhirnya hubungan mereka.

Kategori fatis pada dialog diatas *kan* memiliki tugas untuk menekankan pada pembuktian tentang ssesuatu hal. Dalam tuturan "Gini kita *kan* udah lama pacaran" dengan menggunakan partikel *kan* pacar Dika berusaha meyakinkan dan membuktikan untuk memperkuat bahwa hubungan mereka memang sudah lama. Pembuktian itu dilakukan untuk semakin meyakinkan bahwa dengan LDR yang sudah dua tahun ternyata tidak menjamin kelangsungan sebuah hubungan, komunikasi mereka semakin menurun, dengan alasan seperti itu akan sangat membantu si pacar untuk membuktikan bahwa hubungan tersebut sudah tidak sehat. Dengan alasan demikian maka tepat bagi pacar Dika untuk meminta putus atau mengakhiri LDR mereka. Menekankan harapan atau keinginan

Kek Data 79: Pada pertemuan antara Trisna dan Dika yang telah sekian lama tidak bertemu karena Trisna harus tinggal di Bali karena terikat pekerjaan yang mengharuskan dia tinggal disana. Dalam pertemuan itu mereka kembali bernostalgia dengan kenangan mereka masing-masing, terutama Trisna yang bercerita tentang kisah cintanya dengan Ruben.

Trisna : gue pengen masuk UGM juga. Gw berpikiran kalo gw kuliah di Jogja tiap pagi ke kampus bareng, ngekos deketan, weekend gue sama dia jalan-jalan keliling kota joga, jalan berdua, pegangan tangan di depan tugu pahlawan.
Dika : Bentar Tris tugu pahlawan itu adanya di Surabaya.
Trisna : Ya, udah apa *kek* yang ada di Jogja.

Percakapan di atas terjadi antara Trisna dan Dika. Trisna menceritakan tentang cerita cintanya bersama Ruben, hubungannya sudah cukup lama. Saat menjelang ujian akhir sekolah, mereka sama-sama memiliki keinginan untuk dapat kuliah di UGM Jogja. Keduanya sama-sama diterima sebagai mahasiswa di kampus ternama tersebut. Trisna memiliki keinginan jika nanti di Jogja mereka akan selalu bersama, berangkat dan pulang bareng, kost berdekatan, menghabiskan akhir pekan dengan jalan-jalan di Jogja seperti pada tuturan "gue pengen masuk UGM juga. Gw berpikiran kalo gw kuliah di Jogja tiap pagi ke kampus bareng, ngekos deketan, weekend gue sama dia jalan-jalan keliling kota joga, jalan berdua, pegangan tangan di depan tugu pahlawan". Namun takdir berkata lain, Ruben meninggal dalam sebuah kecelakaan saat dia akan mencari kado untuk perayaan kelulusan Trisna diterima di UGM.

Ungkapan fatis yang ada pada penggalan dialog berikut adalah masuk ke dalam kategori partikel yaitu *Kek*. Ungkapan fatis ini bertugas untuk menekankan harapan atau keinginan, pada tuturan Trisna "Ya, udah apa *kek* yang ada di Jogja". Tuturan ini dituturkan saat sebelumnya Trisna menyatakan bahwa tugu pahlawan di Jogja dan Dika mencoba mengingatkan dengan bertutur "Bentar Tris tugu pahlawan itu adanya di Surabaya". Dalam tuturan Trisna menggunakan kategori fatis *kek* menyatakan harapan Trisna untuk bisa bersama dengan Ruben, jika tugu muda salah berada di Jogja, apapun itu yang penting harapannya bisa terwujud untuk bisa selalu bersama di kota Jogja itu.

Membuka pembicaraan atau komunikasi, penekanan terhadap sesuatu
Apa kabar, Deh Data 102: Saat Dika dan mantan bertemu kembali, mereka menyempatkan mengobrol bersama di sebuah cafe. Dika yang saat itu masih jomblo sejak putus dari cewe yang saat ini ada di hadapannya, sedangkan sang manta sudah memiliki kekasih baru.

Dika : *apa kabar*?
Mantan : Baik. Nomor kamu ganti?
Dika : iya
Mantan : aku kayaknya salah deh jadian sama dia
Dika : maksud kamu?
Mantan : aku nyesel.
Dika : maksudnya nyesel?
Mantan : engga...ngga appa-apa.

Cafe menjadi tempat pilihan mereka untuk ngobrol setelah sekian lama mereka tidak bertemu. Beberapa tahun yang lalu cewe yang sekarang telah menjadi mantan telah menghianati Dika dengan cara berselingkuh. Namun meskipun telah menjadi mantan ternyata mereka tetap bisa berkomunikasi dengan baik, tidak ada dendam meski ada sedikit canggung. Saat mereka bertemu Dika mencoba untuk bersikap tenang seolah tidak pernah terjadi hal yang menyakitkan, Dika mencoba mengawali komunikasi dengan tuturan "apa kabar?", karena mungkin frasa itu yang paling cocok saat itu sekedar memulai percakapan. Begitupun dengan sang mantan tidak ingin terlihat gugup maka jawaban "baik" menjadi kata yang paling mudah untuk dijadikan sebagai jawaban. Setelah beberapa menit berlalu tiba-tiba mantan bertutur "aku kayaknya salah deh jadian sama dia". Sedikit membuat Dika gugup dan kaget lalu dia bertanya untuk memastikan tentang tuturan yang baru saja dia dengar "maksud kamu?". Sang mantan seolah ingin memperjelas tuturannya tentang rasa bersalah karena telah menghianati Dika "aku menyesal" dengan tuturan yang sedikit tertahan kembali membuat Dika bertanya "maksudnya nyesel?" namun sang mantan seolah tersadar bahwa tuturannya telah membuat Dika bertanya-tanya. Ternyata sang mantan ingin cepat mengakhiri topik tersebut dengan menjawab "engga...ngga apa-apa".

Pada penggalan dialog di atas terdapat dua kategori fatis yaitu frasa dan partikel. "*apa kabar*?" dan *Deh*. Ungkapan fatis *apa kabar* memiliki tugas untuk memulai sebuah komunikasi atau percakapan dalam situasi percakapan diatas antara Dika dan mantan. Mereka sudah tidak bertemu selama beberapa tahun, selain itu keduanya pernah ada yang menyakiti dan tersakiti maka ungkapan fatis "apa kabar" cukup untuk mengawali dan membuka percakapan keduanya. Mitra tutur juga tidak akan terlalu sulit untuk menjawabnya hanya dengan "baik" sudah cukup mewakili dan mencairkan suasana mereka. Ungkapan fatis berikutnya yaitu *deh* yang memiliki tugas untuk menekankan terhadap sesuatu. Pada tuturan "aku kayaknya salah *deh* jadian sama dia" "deh" digunakan oleh penutur yaitu mantan Dika untuk menekankan terhadap satu kondisi yang sedang dia alami dan rasakan. Sang mantan ingin mencoba menekankan sesuatu yaitu rasa sesal dan bersalah karena telah berselingkuh dan mengkhianati Dika. Melalui tuturan tersebut seolah sang mantan ingin menyatakan sesuatu lebih dari apa yang ia katakan. Hal ini terlihat dari jawaban atas pertanyaan Dika "aku menyesal"

Untuk mengukuhkan pembicaraan di telepon dan memberi salam mitra tutur yang dianggap dekat. *Halo* Data 108: sore itu papah Dika menelpon Dika karena baru mengetahui bahwa anaknya baru saja selesai membuat Film cinta brontosaurus.

Dika   : *Halo*, ada apa pa? Tumben telepon.
Papah : Hei, tadi papah di kantor liat acara gosip
Dika   : Oh terus?
Papah : ternyata kau bikin film ya?judulnya ......
Dika   : cinta brontosaurus pah.

Hari itu Dika telah selesai gelar gala premier untuk film terbarunya cinta brontosaurus. Dia sengaja tidak mengundang papahnya karena dia takut papahnya akan malu dan marah karena Dika memasukan omongan papahnya di kehidupan nyata saat papanya berbicara kurang sopan di meja makan dimasukan dalam penggalan film tersebut. namun di luar dugaan tiba-tiba papahnya menelpon bukan untuk marah-marah melainkan mengkritik film tersebut kurang berani karena saat adegan Dika dan pacarnya tidak ada ciuman romantis.

Ungkapan fatis dalam dialog di atas masuk ke dalam kategori jenis kata yaitu *halo*. Ungkapan fatis tersebut bertugas untuk mengukuhkan pembicaraan di telepon dan memberi salam kepada mitra tutur. Seperti pada tuturan Dika "halo ada apa pa? Tumben telepon, Dika menuturkan halo sebagai pengukuhan awal percakapan di telepon dan sekaligus memberi salam dalam hal ini pada ayahnya. Dalam tuturan dika tanpa basa-basi juga karena dipengaruhi oleh faktor kedekatan yaitu ayah dan anak maka cukup dengan berkata halo dan langsung bertanya tentang apa maksud mitra tutur menelponnya.

Untuk memulai interkasi atau komunikasi

Assalamualaikum, waalaikumsalam Data 107: malam itu Dika mengajak pacarnya untuk datang ke rumah dan makan malam bersama keluarganya.

Pacar   : *Assalamualaikum*
Mamah : *waalaikumsalam*, wah   ini pati si anu ya?
Dika   : Iya mah
Pacar   : Halo tante
Mamah : waduh kamu cantik sekali kayak tante waktu masih muda.

Dika mengajak pacaranya kerumah untuk makan malam sekaligus dikenalkan pada kedua orang tuanya. Saat mereka sampai di rumah langsung disambut oleh mamahnya Dika dan diberi sanjungan atas kecantika sosok pacar Dika tersebut melalui tuturan waduh kamu cantik sekali kayak tante waktu masih muda. Percakapan mereka berlanjut akrab di meja makan. Mereka saling ngobrol dan tertawa bersama.

Ungkapan fatis yang ada pada dialog di atas adalah *assalamualaikum* dan *waalaikumsalam*. Tuturan fatis assalamualaikum bertugas untuk memulai interaksi dan dituturkan oleh seorang muslim. Sedangkan *walaikumsalam* merupakan jawaban dari mitra tutur setelah dia mendengar tuturan *assalamualaikum*. Pada dialog diatas pacar Dika bertutur :"*Assalamualaikum*" saat sebelum dibukakan pintu oleh mamahnya Dika. Lalu mamahnya Dika membukakan pintu sambil menjawab salam dengan "*waalaikumsalam*". Setelah pacar dan mamahnya Dika bertemu mereka saling tersenyum dan pacar Dika menggunakan ungkapan fatis "*Halo*" yang berfungsi untuk memulai sebuah pembicaraann agar tidak terkesan kaku. Tuturan halo ini tidak terlalu membutuhkan jawaban *halo* juga atau *baik* namun sangat penting juga sebagai alat untuk mengakrabkan satu sama lain. Hal ini tercermin pada tuturan mamah "waduh kamu cantik sekali kayak tante waktu masih muda". Dengan percakapan seperti itu mampu menghapus jarak antara mereka dan seolah mereka telah akrab atau sudah kenal sebelumnya.

IV. KESIMPULAN

Ungkapan atau kategori fatis sering digunakan hampir dalam setiap tuturan lisan maupun tulisan yang sifatnya non-standar. Penggunaan ungkapan ini memiliki tujuan untuk memecahkan kesenyapan, menjaga hubungan sosial antara penutur dan mitra tuturnya. Dialog dalam buku "Koala Kumal" dari penulis muda terkenal Raditya Dika, terdapat banyak ungkapan atau kategori fatis. Dalam tulisan ini penulis telah melakukan pengamatan dan mengelompokan ungkapan fatis yang ada dalam

buku tersebut berdasarkan kategorinya yaitu partikel, kata, dan frasa. Selain itu penulis juga melakukan pengelompokan kategori fatis berdasarkan tujuannya yaitu untuk memulai, mempertahankan, serta mengukuhkan tuturan.

Penulis memperoleh simpulan bahwa ungkapan fatis kategori partikel sangat mendominasi keberadaannya dalam dialog atau tuturan dalam buku tersebut dan memiliki tujuan untuk mengukuhkan sesuatu. Sedangkan untuk ungkapan fatis kategori kata dan frasa penulis menemukan beberapa dialog yang menggunakan *"halo, assalamalaikum, terima kasih,* dan *apa kabar. Halo, apa kabar, assalamualaikum* memiliki tujuan untuk memulai pembicaraan sedangka waalaikumsalam dan terima kasih memiliki tujuan untuk mengakhiri percakapan.

REFERENSI

Hymes, Dell. 1972. *Language In Culture and Society.* New York: Harper and Row

Leech. N Geoffrey. 1983. *Principle of Prgamatics*. Cambridge: Cambridge University Press.

Kridalaksana, Harimurti. 1999. *Tata Wacana Deskriptif Bahasa Indonesia*. Jakarta: Fakultas Ilmu Pengetahuan Budaya Universitas Indonesia.

Kridalaksana, Harimurti. 2008. *Kelas kata dalam bahasa Indonesia.* Jakarta: PT Gramedia.

Sudaryanto. 2015. *Metode dan Teknis Analisis Bahasa: Pengantar Penelitian Wahana Budaya Secara Linguistik.* Jogjakarta: Sanata Dharma University Press.

Sutami, Hermina, dkk. 2005. *Ungkapan Fatis dalam Pelbagai Bahasa*. Depok: *Fakultas* Ilmu Pengetahuan Budaya Universitas Indonesia.

Pengaruh Metode Pembelajaran Dan Kepribadian Terhadap Keterampilan Berbicara Bahasa Inggris Siswa SMA Negeri di Cibinong

Rizky Mirani
ABA Bina Sarana Informatika Jakarta
Jl. Salemba Tengah No. 45 Jakarta Pusat
Email: rizky.rrr@bsi.ac.id

Abstract - The purpose of this study was to determine the interactive effect of grammar mastery and motivation trait towards descriptive English writing skill. Sample size is 80 students, and the sampling technique is simple random sampling. Research instruments used were the test results of motivation trait and descriptive English writing skill scoring that have been tested regression coefficient value of 0,008 and 1,738. The used test is multiple regression analysis. Research instrument used is a questionnaire about the personality of students who have tested its validity with the reliability coefficient of 0.875 and the speaking skills test. Data analysis using descriptive statistical method, normality test, homogeneity test and two way ANOVA. The results showed: 1) There are significant interactive effects of methodolo and motivation trait towards descriptive English writing skill as $F_{observed} = 29,981 > F_{table}$ 2,72 at the 5% significance level. 2) There is a significant effect of grammar mastery towards descriptive English writing skill, as $t_{observed} = 4,000 > t_{table} = 1,684$ at the 5% significance level. 2) There is a significant effect of motivation trait towards descriptive English writing skill as $t_{observed} = 7,703 > t_{table} = 1,671$ at the 5% significance level. The results contribute most to the increasing of descriptive English writing skill by grammar mastering and increasing the motivation.

Keywords: Grammar Mastery, Motivation, Speaking Skill

I. PENDAHULUAN

Bahasa memiliki peran penting dalam perkembangan intelektual, sosial, dan emosional siswa untuk menunjang keberhasilan dalam proses pembelajaran. Pembelajaran bahasa diharapkan dapat membantu para siswa untuk menyatakan pendapat dan perasaan serta berkomunikasi dalam masyarakat yang menggunakan bahasa tersebut.

Bahasa digunakan untuk mengembangkan pengetahuan agar siswa dapat mengekspresikan ide mereka. Finnochiaro (1997:8) mengatakan bahwa *"Language is a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learned the system of culture, to communicate, or to interact."*

Bahasa Inggris merupakan salah satu bahasa terbesar di dunia yang dipakai sebagai bahasa komunikasi baik lisan maupun tertulis. Di era globalisasi, kedudukan bahasa Inggris semakin menguat, karena bahasa tersebut dipakai di dalam semua bidang, seperti ilmu pengetahuan, teknologi, komunikasi, politik, ekonomi, perdagangan, perbankan, budaya, seni, dan film.

Bahasa Inggris telah diajarkan di SMA sebagai pelajaran wajib. Dalam pembelajaran bahasa Inggris, ada empat keterampilan bahasa yang diajarkan, yaitu mendengarkan, berbicara, membaca, dan menulis. Dari empat keterampilan berbahasa, penulis hanya berkonsentrasi pada keterampilan berbicara.

Berbicara merupakan salah satu aspek keterampilan berbahasa yang bersifat produktif. Artinya, suatu kemampuan yang dimiliki seseorang untuk menyampaikan gagasan, pikiran atau perasaan sehingga gagasan-gagasan yang ada dalam pikiran pembicara dapat dipahami orang lain. Berbicara berarti mengemukakan ide atau pesan lisan secara aktif melalui lambang-lambang bunyi agar terjadi kegiatan komunikasi antara penutur dan mitra tutur. Memang setiap orang dikodratkan untuk bisa berbicara atau berkomunikasi secara lisan, tetapi tidak semua memiliki keterampilan untuk berbicara secara baik dan benar. Berbicara diartikan sebagai kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan dan menyampaikan pikiran, gagasan, serta perasaan. (Tarigan, 1983:14).

Biasanya siswa lancar berkomunikasi dalam situasi tidak resmi atau di luar sekolah, tetapi ketika mereka diminta berbicara di depan kelas, siswa mengalami penurunan kelancaran berkomunikasi. Djago, dalam Tarigan (1992:143), berpendapat bahwa ada sejumlah siswa yang masih merasa takut berdiri di hadapan teman sekelasnya. Bahkan tidak jarang terlihat beberapa siswa berkeringat dingin, berdiri kaku dan lupa apa yang akan dikatakan apabila ia berhadapan

dengan sejumlah siswa lainnya. Siswa yang belum lancar berbicara tersebut terkadang bersikap pasif, malas berbicara, takut salah dan malu, atau kurang berminat untuk berlatih berbicara di depan kelas. Hal ini juga berkaitan dengan kepribadian yang dimiliki oleh siswa. Siswa yang berkepribadian introvert cenderung diam dan kurang berminat untuk berbicara di depan kelas. Siswa berkepribadian introvert biasanya tidak pandai berkomunikasi. Mereka cenderung tertutup dan tidak suka jadi pusat perhatian, sedangkan siswa yang berkepribadian ekstrovert cenderung lebih mudah dalam berkomunikasi dengan dunia sekitarnya.

Pendekatan dan metode pembelajaran yang dilakukan guru juga berpengaruh terhadap penerimaan murid akan materi yang disampaikan. Kesesuaian kondisi, baik fasilitas, kondisi psikologis, (aspek afektif, kognitif, dan psikomotorik) serta lingkungan murid yang bersangkutan dengan pendekatan dan metode pembelajaran yang dilakukan oleh seorang guru akan membuat murid mampu menangkap materi pelajaran yang sesuai dengan harapan pembelajaran tersebut.

Sujana dan Rivai (1992:26) mengemukakan penggunaan metode pembelajaran yang efektif dalam proses pembelajaran akan membuat proses belajar-mengajar lebih menarik perhatian siswa sehingga dapat memotivasi siswa untuk belajar dan siswa dapat lebih banyak melakukan kegiatan belajar, sebab tidak hanya mendengarkan uraian guru tetapi juga aktifitas lainnya seperti mengamati, melakukan, mendemonstrasikan, memerankan, dan lain-lain.

Berdasarkan hasil pengamatan di lapangan, khususnya di SMA Negeri 1 Cibinong, pembelajaran pada umumnya masih bersifat konvensional. Mursell & Nasution (2006:11-12), menyatakan bahwa dalam kegiatan belajar mengajar, guru hanya menggunakan metode konvensional seperti menjelaskan materi secara abstrak, hafalan materi dan ceramah. Mereka tidak menyadari apa yang dilakukan tersebut bisa memendam atau menghilangkan potensi-potensi yang dimiliki oleh siswa. Mereka belum menyadari sepenuhnya bahwa dengan menggunakan metode konvensional tersebut hanya ranah kognitif yang dikembangkan sedangkan ranah yang lain (afektif dan psikomotorik) kurang dikembangkan.. Cara pembelajaran konvesional membuat siswa kurang tertarik untuk belajar dan menganggap bahwa pembelajaran bahasa Inggris terasa sulit dan kurang menyenangkan.

Dari penjelasan di atas, maka dapat diketahui bahwa metode pembelajaran memiliki pengaruh yang cukup besar dalam keberhasilan suatu proses belajar-mengajar. Salah satu metode yang dapat digunakan

dalam pembelajaran keterampilan berbicara bahasa Inggris adalah suggestopedia. Metode ini pertama kali digunakan di Bulgaria dan diciptakan oleh Georgia Lozanov, seorang tokoh pendidikan dari Bulgaria. Prinsip kerja dari metode ini adalah terletak pada sugesti yang mampu menciptakan suasana pembelajaran senyaman mungkin dan mendorong pikiran bawah sadar siswa untuk menciptakan kondisi-kondisi yang menyenangkan. Tujuan yang paling penting dari suggestopedia adalah untuk memotivasi lebih banyak potensi mental siswa untuk belajar dan yang diperoleh dengan sugesti. Lazanov dikutip dalam Lica (2008) berpendapat bahwa peserta didik memiliki kesulitan dalam memperoleh bahasa Inggris sebagai bahasa kedua, karena para siswa takut jika mereka membuat kesalahan dalam berbicara menggunakan bahasa Inggris. Maka, perlu adanya motivasi dari guru untuk membuat siswa berani berbicara menggunakan bahasa Inggris.

Hal itulah yang mendorong peneliti untuk melakukan penelitian di lapangan dengan fokus yang diteliti, yaitu mencermati variabel metode pembelajaran, kepribadian, dan keterampilan berbicara bahasa Inggris. Oleh karena itu, muncul masalah yang menarik untuk diteliti, yaitu apakah terdapat pengaruh metode pembelajaran dan kepribadian terhadap keterampilan berbicara bahasa Ingrris siswa.

II. METODOLOGI PENELITIAN

Penelitian ini menggunakan metode eksperimen dan survey. Penelitian ini dilaksanakan di SMA Negeri 1 Cibinong.

Populasi target pada penelitian ini adalah seluruh siswa SMA Negeri di Cibinong, pada semester ganjil tahun pelajaran 2015/2016. Sedangkan, populasi terjangkau dalam penelitian ini adalah siswa kelas XI SMA Negeri 1 Cibinong pada semester ganjil tahun pelajaran 2015/2016 yang berjumlah 400 orang siswa yang terdapat dalam 9 kelas paralel dengan masing-masing berjumlah 30-40 orang siswa.

Menurut Sudjana (1992:6) "sampel adalah sebagian dari yang diambil populasi". Selanjutnya Roscoe dalam Sugiyono (2013:74) mengatakan bahwa bila dalam penelitian akan melakukan analisis *multivariate*, maka jumlah sampel minimal 10 kali jumlah variabel yang akan diteliti (minimal 30 orang sampel). Dalam penelitian ini sampel diambil sebanyak 60 orang siswa yang terbagi atas dua kelompok yaitu 30 orang siswa yang memiliki kepribadian introvert dan 30 orang siswa yang memiliki kepribadian ekstrovert. Peneliti memilih kelas XI IPS 1, XI IPS 2, XI IPS 3, XI IPS 4 sebagai kelompok sampel.

Penelitian ini menggunakan metode percobaan (*experiment*) dengan rangcangan atau disain faktorial 2 x 2 sebagai berikut :

Tabel 1. Rancangan Penelitian

Kepribadian	Metode Pengajaran		Total
	Suggestopedia (A₁)	Konvensional (A₂)	
Ekstrovert (B₁)	A₁B₁	A₂B₁	∑ B₁
Introvert (B₂)	A₁B₂	A₂B₂	∑ B₂
TOTAL	∑ A₁	∑ A₂	∑ Total

Analisis data dilakukan dalam penelitian ini untuk mengethaui ada atau tidaknya pengaruh metode pembelajaran dan kepribadian terhadap keterampilan berbicara Bahasa Inggris siswa. Data yang dianalisis adalah skor hasil tes masing-masing kelompok dengan ANOVA dua arah.

III. HASIL DAN PEMBAHASAN

Dalam bab ini akan dibahas mengenai hasil penelitian yang meliputi deskripsi data, persyaratan analisis, dan uji hipotesis.

2.1 Deskripsi data
1. Deskripsi Data Keterampilan Berbicara Bahasa Inggris Kelompok Metode Pembelajaran Suggestopedia (A1)

Data keterampilan berbicara bahasa Inggris yang diperoleh dari para responden kelompok metode pembelajaran suggestopedia mempunyai rata-rata 78,33 dengan simpangan baku 6,343, median sebesar 80,00, skor minimum 65, dan skor maksimum 90. Hal ini menunjukkan bahwa rata-rata keterampilan berbicara bahasa Inggris dari responden termasuk tinggi (karena berada diatas KKM). Jika mempertimbangkan ketuntasan belajar dimana siswa dikatakan tuntas belajar jika nilai yang diperoleh diatas Kriteria Ketuntasan Minimal (KKM) yang telah diterapkan di SMA Negeri 1 Cibinong yaitu 78. Skor simpangan baku 6,343 menunjukkan bahwa pengaruh kemampuan antar responden termasuk tinggi. Hal ini menunjukkan bahwa keterampilan berbicara bahasa Inggris dari responden cukup beragam.

Tabel 2. Deskripsi Statistik Data Keterampilan Berbicara Bahasa Inggris Kelompok Metode Pembelajaran Suggestopedia (A1)

Statistics

Metode Pembelajaran Suggestopedia

N	Valid	30
	Missing	0
Mean		78,33
Std. Error of Mean		1,158
Median		80,00
Mode		75
Std. Deviation		6,343
Variance		40,230
Range		25
Minimum		65
Maximum		90

2. Deskripsi Data Keterampilan Berbicara Bahasa Inggris Kelompok Metode Pembelajaran Konvensional (A2)

Data keterampilan berbicara bahasa Inggris yang diperoleh dari para responden kelompok metode pembelajaran konvensional mempunyai rata-rata 63,50 dengan simpangan baku 6,715, median sebesar 65,00, skor minimum 50, dan skor maksimum 75. Hal ini menunjukkan bahwa rata-rata keterampilan berbicara bahasa Inggris dari responden termasuk rendah (karena berada dibawah KKM). Jika mempertimbangkan ketuntasan belajar dimana siswa dikatakan tuntas belajar jika nilai yang diperoleh diatas Kriteria Ketuntasan Minimal (KKM) yang telah diterapkan di SMA Negeri 1 Cibinong yaitu 78. Skor simpangan baku 6,715 menunjukkan bahwa pengaruh kemampuan antar responden termasuk tinggi.

3. Deskripsi Data Keterampilan Berbicara Bahasa Inggris Kelompok Kepribadian Ekstrovert (B1)

Data keterampilan berbicara bahasa Inggris yang diperoleh dari para responden kelompok kepribadian ekstrovert mempunyai rata-rata 79.33 dengan simpangan baku 6.397, median sebesar 80,00, skor minimum 65, dan skor maksimum 90.

4. Deskripsi Data Keterampilan Berbicara Bahasa Inggris Kelompok Kepribadian Introvert (B2)

Data keterampilan berbicara bahasa Inggris yang diperoleh dari para responden kelompok kepribadian introvert mempunyai rata-rata 69,17 dengan simpangan baku 9.385, median sebesar 70.00, skor minimum 50, dan skor maksimum 85.

B. Persyaratan Analisis

1. Uji Normalitas

Uji normalitas data adalah untuk mengetahui apakah data yang diperoleh terdistribusi normal atau tidak. Dalam penelitian ini pengujian terhadap normalitas data dilakukan dengan menggunakan SPSS.

Berdasarkan tabel One-Sample Kolmogrov-Smirnov Test untuk menguji normalitas variabel terikat dalam hal ini keterampilan berbicara bahasa Inggris siswa. Kriteria jika >0,05 pada hipotesis yang menyatakan variable terikat adalah normal bisa diterima. Pada data penelitian menunjukkan sig = 0,068>0.05 maka data adalah distribusi normal seperti terlihat pada tabel serta terlihat pada lampiran.

Tabel 3. **Uji Normalitas Variabel Keterampilan Berbicara Bahasa Inggris Siswa**

One-Sample Kolmogorov-Smirnov Test

		Keterampilan Berbicara Bahasa Inggris
N		60
Normal Parameters[a,b]	Mean	70,92
	Std. Deviation	9,893
Most Extreme Differences	Absolute	,110
	Positive	,108
	Negative	-,110
Test Statistic		,110
Asymp. Sig. (2-tailed)		,068

a. Test distribution is Normal.
b. Calculated from data.

2. Uji Homogenitas

Salah satu syarat yang diperlukan dalam menganalisis data dengan ANOVA adalah uji homogenitas. Tujuan uji homogenitas adalah untuk mengetahui apakah varians populasi bersifat homogenitas atau tidak.

Pengujian homogenitas pada data kelompok sampel dilakukan dengan Levene's pada taraf signifikasi α = 5%. Adapun ringkasan hasil perhitungan uji homogenitas kelompok sampel terdapat pada tabel dibawah ini:

Tabel 4. Uji Homogenitas Variabel Keterampilan Berbicara Bahasa Inggris

Levene's Test of Equality of Error Variances[a]
Dependent Variable: Keterampilan Berbicara Bahasa Inggris

F	df1	df2	Sig.
1,631	3	56	,192

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + A + B + A * B

Dari perhitungan data di atas dengan *SPSS 22* diperoleh nilai sig 0,192 > 0,05 dengan demikian Ho diterima dan H_1 ditolak dan data berasal dari populasi homogen. Dari hasil pengujian normalitas dan homogenitas dapat disimpulkan bahwa persyaratan yang harus dipenuhi dalam penelitian ini telah terpenuhi, maka dapat dilanjutkan dengan uji hipotesis penelitian.

C. Uji Hipotesis

Pengujian hipotesis penelitian dianalisis menggunakan ANOVA dua arah untuk mengetahui pengaruh dan interaksi antara kelompok. Analisis ANOVA ini menggunakan perhitungan SPSS 22 for windows sebagai berikut:

Tabel 5. Ringkasan Hasil ANOVA
Tests of Between-Subjects Effects
Dependent Variable: Keterampilan Berbicara Bahasa Inggris

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3611,250[a]	3	1203,750	31,160	,000
Intercept	301750,417	1	301750,417	7811,105	,000
A	3300,417	1	3300,417	85,435	,000
B	260,417	1	260,417	6,741	,012
A * B	50,417	1	50,417	1,305	,258
Error	2163,333	56	38,631		
Total	307525,000	60			
Corrected Total	5774,583	59			

a. R Squared = ,625 (Adjusted R Squared = ,605)

IV. KESIMPULAN

Merujuk pada hasil pengujian hipotesis penelitian dan analisis pengolahan data pada bab IV, maka dapat disimpulkan sebagai berikut:

1. Terdapat pengaruh metode pembelajaran terhadap keterampilan berbicara bahasa Inggris siswa. Berdasarkan tabel mengenai ringkasan hasil ANOVA di atas, terlihat bahwa $F_0 = 85{,}435$ dan sig. $= 0{,}000 < 0{,}05$, maka hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Hal ini membuktikan bahwa perbedaan rerata (*mean)* keterampilan berbicara bahasa Inggris siswa yang diajar dengan menggunakan metode suggestopedia dengan siswa yang diajar dengan metode konvesional adalah berbeda secara signifikan. Siswa yang diajar menggunakan metode suggestopedia ($xA1 = 78{,}33$) memiliki keterampilan berbicara yang lebih baik dari pada siswa yang diajar dengan metode konvensional ($xA2 = 63{,}50$).

2. Terdapat pengaruh kepribadian terhadap keterampilan berbicara bahasa Inggris siswa. Berdasarkan tabel mengenai ringkasan hasil ANOVA di atas, terlihat bahwa $F_0 = 6{,}741$ dan sig. $= 0{,}012 < 0{,}05$, maka hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Hal ini membuktikan bahwa perbedaan rerata (*mean)* keterampilan berbicara bahasa Inggris siswa yang memiliki kepribadian ekstrovert dengan siswa yang memiliki kepribadia introvert adalah berbeda secara signifikan. Siswa yang memiliki kepribadian ektrovert ($xB1 = 73{,}00$) memiliki keterampilan berbicara yang lebih baik dari pada siswa yang memiliki kepribadian introvert ($xB2 = 68{,}33$). Berdasarkan data tersebut, dapat disimpulkan bahwa terdapat pengaruh yang signifikan kepribadian terhadap keterampilan berbicara bahasa Inggris siswa. Dengan kata lain bahwa terdapat perbedaan hasil belajar siswa yang memiliki kepribadian ekstrovert dengan siswa yang memiliki kepribadian introvert.

3. Tidak terdapat pengaruh interaksi metode pembelajaran dan kepribadian terhadap keterampilan berbicara bahasa Inggris siswa. Berdasarkan tabel mengenai ringkasan hasil ANOVA di atas, terlihat bahwa $F_0 = 1{,}305$ dan sig. $= 0{,}258 > 0{,}05$, maka hipotesis nol (H_0) diterima dan hipotesis alternatif (H_1) ditolak. Hal ini membuktikan bahwa interaksi metode pembelajaran dan kepribadian terhadap keterampilan berbicara bahasa Inggris siwa tidak signifikasn. *Adjusted R. Squared* sebesar $0{,}605$ berarti variabilitas keterampilan berbicara bahasa Inggris siswa yang dapat dijelaskan oleh variable metode pembelajaran , kepribadian dan interaksi antara metode pembelajaran dan kepribadian sebesar 60,5%. Berdasarkan hasil ANOVA, terlihat bahwa interaksi yang terjadi antara metode pembelajaran dan kepribadian pada pelajaran merupakan interaksi yang tidak signifikan. Karena tidak adanya interaksi, maka tidak dilakukan analisis lanjut untuk melihat *simple effect* diantara sub-sub faktor yang membangun interaksi tersebut.

REFERENSI

Aiken. 1993. **Dinamika Kepribadian**. Rineka Cipta. Jakarta.

Allport, Gordon W. 1989. **Pengembang Kepribadian**. Jakarta : Erlangga.

Alwi, Hasan.2002. **Kamus Besar Bahasa Indonesia Edisi Ketiga**: Jakarta: Balai Pustaka.

Bailey, K.M., & Savage, L. 1994. **New Ways in Teaching Speaking**. Alexandria, VA: Teachers of English to Speakers of Other Languages.

Finocchiaro, Mary. 1997. **English as A Second/Foreign Language**. New York: Regents Publishing Company.

Gagne, RM & Briggs, LJ. 1992. **Principles of Instructional Design.** Fort Worth: Harcourt Brace Jovanovich.

Brown, Gillian and G. Yule. 1983. **Discourse Analysis**. Cambridge: Cambridge University Press.

Gabriela Mihaila Lica University. 2008. **Suggestopedia: A Wonder Approach to Learning Foreign Languages.** Assian EFL Journal: English Language Teaching and Research Article. 17 June 20013 <http://www.jalt-publications.org/tlt/files/97/feb/suggest.html>.

Hall, Robert E. 2011. **FRIENDS FIRST: An Intuitive Approach to Great Relationships**. New York: iUniverse.

Harlock, Elizabeth B. 1998. **Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan.** Jakarta: Erlangga.

Harmer, Jeremy. 1998. **How to Teach English**. Malaysia: Longman.

Hasibuan dan Moedjiono. 2006. **Proses Belajar Mengajar**. Bandung: PT Remaja Rosdakarya.

Horton, Paul B. 1982. **Bahasa sebagai Pengembang Kepribadian Manusia**. Jakarta : Kompas.

Jung, Carl Gustav. 2001. **Volume 11 Key Figures in Counselling and Psychotherapy Series**. New York: SAGE.

Kayi, Hayriye. 2006. **Teaching Speaking: Activities to Promote Speaking in a Second Language**. http://iteslj.org/Articles/Kayi-Teaching Speaking.html

Kumaravadievlu, B. 2006. **Understanding Language Teaching From Method to Postmethod**. New Jersey: Lawrence Erlbaum Associates Publisher.

Lamm, Robert P and Richard T. Schaefer. 1998. **Sociology:Academic Reviewers.** Ohio: McGraw-Hill.

Lozanov, G. 1978. **Suggestology and Suggestopedia – Theory and Practice**. Bulgaria: United Nations Education, Scientific and Cultural Organization.

Madsen, H.S. 1983. **Technique in Testing.** New York and Oxford. Oxford University Press.

Markin, Rom J. 1974. **Consumer Behavior: A Cognitive Orientation**. Michigan: McMillan.

Mulyati, Yeti, dkk. 2009. **Keterampilan Berbahasa Indonesia SD**. Edisi 1. Jakarta: Universitas Terbuka.

Mursell, J. Nasution, S. 2006. **Mengajar dengan Sukses**. Jakarta : Bumi Aksara.

Nurgiyantoro, Burhan. 1987. **Penilaian dalam Pengajaran Bahasa dan Sastra**. Yogyakarta: BPFE.

Pervin, Lawrence A. 2003. **The Science of Personality**. Michigan: Oxford University Press.

Poerwadarminta, W.J.S.2003. **Kamus Umum Bahasa Indonesia**. Jakarta: Balai Pustaka.

Sudjana dan Rivai. 2002. **Media Pendidikan**. Jakarta: Balai Pustaka.

Sugiyono. 2006. **Statistika Untuk Penelitian**, Cetakan Ketujuh. Bandung: CV. Alfabeta.

Stevick, Earl W. 1976. **Memory Meaning and Method; Some Psychological Perspectives on Language Learning**. Rowley : Newbury House.

Richard, C. Jack. 2008. **Teaching Listening and Speaking from Theory to Practice**. Cambridge University Press: New York.

Tarigan, Henry Guntur. 1983. **Berbicara: Sebagai Suatu Keterampilan Berbahasa.** Bandung: Angkasa.

------------------. 1992. **Metode Pengajaran Bahasa**. Bandung: Angkasa Bandung.

Team Kurikulum Didaktik Metodik Kurikulum IKIP Surabaya. 1993. **Pengantar Didaktik Metodik Kurikulum PBM.** Surabaya: IKIP.

Zuriah, Nurul. 2006. **Metodologi Penelitian Sosial dan Pendidikan**. Jakarta: Bumi Aksara.

PROFIL PENULIS

Rizky Mirani Desi Pratama, SS, M.Pd was born in Cilacap, 10 December 1989. She graduated from STIBA Nusa Mandiri Tangerang majoring literature and post graduate program from Indraprasta PGRI university at Department of Language Education. She has been teaching for almost 5 years in Academy of foreign language Bina Sarana Informatika Jakarta (ABA BSI).

Penggunaan Campur Kode dan Alih Kode Mahasiswa Sastra Jepang dalam Akun Grup *Facebook*

Devita Widyaningtyas Yogyanti

Akademi Pariwisata Bina Sarana Informatika Yogyakarta
Jl. Ring-Road Barat, Ambarketawang, Gamping., Sleman. Yogyakarta
Email: devita.widyaningtyas@gmail.com

Abstract – *This research studies about the code mixing and code switching which are used by the members of Japan Literature Students Community (HIMAJE) at Gajah Mada University occurring in the social media communication, namely Facebook. Having the same hobby and same interest in any kind of stuffs related to Japan, makes those students have typical communication style by using Japanese terms and phrases. On the consequence, the code switching and code mixing phenomena appear in their communication. The objective of this research is to find out and grasp understanding about the reasons beyond the usage of Japanese terms and phrases in their communication. This research is conducted based on the questionnaires, which are distributed towards the 25 members of HIMAJE. Those data are then analyzed by using descriptive qualitative method. According to the result, it is presented that code switching and code mixing of Japanese-Indonesian-Javanese languages is due to the condition that all of community members are able to speak Japanese, affective function, group identity, need filling motive, educational motive and topic of communication motive.*

Key words: code switching, code mixing, Japanese language, HIMAJE, Facebook

I. PENDAHULUAN

Dalam suatu pandangan *mainstream* terhadap bahasa, bahasa didefinisikan sebagai suatu simbol arbitrer yang digunakan oleh manusia untuk mendeskripsikan objek atau menyampaikan ide maupun konsep-konsep yang ada dalam pikiran mereka (Ahearn, 2012: 18). Namun sebenarnya, bahasa mempunyai fungsi yang lebih jauh dari itu. Menurut Kentjono (dalam Wijana dan Rohmadi, 2006: 164), bahasa juga memiliki fungsi sebagai alat untuk bekerja sama, berkomunikasi dan mengidentifikasi diri. Hal tersebut menunjukkan bahwa bahasa tidak hanya bekerja dalam konteks lingkungannya sendiri (tataran kebahasaan), tetapi juga bekerja dalam konteks sosial maupun budaya dalam fungsi interaksional (Wijana dan Rohmadi, 2006: 164).

Salah satu fungsi interaksional bahasa ditunjukkan melalui penggunaannya sebagai media komunikasi dan interaksi dalam suatu masyarakat tutur atau lebih spesifik lagi dalam komunitas praktik (*practical community*). Wijana dan Rohmadi (2006: 46) mendefinisikan bahwa masyarakat tutur adalah suatu kelompok masyarakat yang menggunakan bahasa tertentu dalam suatu kelompok yang luas ataupun sempit sehingga dapat dibedakan dengan masyarakat tutur yang lain. Hymes (dalam Ahearn: 2012, 105) menekankan bahwa objek utama dari kajian sosiolinguistik bukanlah bahasa melainkan masyarakat tutur tersebut. Masyarakat tutur kemudian dapat dispesifikan lagi menjadi komunitas praktik. Komunitas praktik adalah kumpulan orang yang melakukan suatu usaha bersama. Bentuk-bentuk praktik usaha tersebut seperti cara mengerjakan sesuatu, cara berbicara, kepercayaan ataupun nilai-nilai yang ada dalam kelompok tersebut tercermin dalam suatu kesatuan usaha (Eckert dan Ginet dalam Ahearn, 2012: 115). Menurut Hanks (dalam Ahern, 2012: 115). Tiga kriteria utama dari komunitas praktik adalah adanya ikatan mutual, adanya usaha bersama dan adanya kesamaan repertoar (Wenger dalam Ahearn, 2012: 115). Salah satu contoh dari komunitas praktik ini adalah komunitas Himpunan Mahasiswa Jepang (Himaje) Universitas Gadjah Mada.

Himaje adalah komunitas mahasiswa Bahasa dan Sastra Jepang UGM. Sebagai komunitas praktik, komunitas ini melakukan suatu usaha bersama yaitu belajar Bahasa Jepang dan mempunyai kesukaan yang sama yaitu budaya Jepang. Usaha bersama dan kesamaan hobi membuat ikatan mutual di antara anggotanya. Mereka kemudian mempunyai mempunyai cara komunikasi sendiri yang berbeda dengan komunitas lainnya. Kekhasan cara komunikasi komunitas Himaje dapat dilihat dalam sarana komunikasi yang mereka buat yaitu akun grup terutup Himaje dalam jejaring sosial *Facebook*.

Grup Himaje beranggotakan alumni dan mahasiswa aktif jurusan Bahasa dan Sastra Jepang UGM. Grup ini dibuat sebagai ajang belajar, komunikasi dan interaksi bagi para anggotanya. Dalam akun grup ini, anggota dapat saling bertukar informasi mengenai segala hal yang berhubungan dengan Jepang. Berdasarkan pengamatan yang dilakukan oleh

penulis, anggota dalam grup ini menggunakan berbagai ragam bahasa untuk menyampaikan informasi, tanggapan maupun opininya. Ragam bahasa yang digunakan kebanyakan adalah ragam bahasa Indonesia informal, Bahasa Jawa, dan Bahasa Jepang. Ragam bahasa Indonesia informal dan bahasa Jawa digunakan karena mahasiswa Indonesia yang menjadi anggota grup ini kebanyakan berlatar belakang Jawa. Hal yang menarik adalah ragam bahasa Jepang yang juga digunakan oleh para anggota meskipun semua anggota berkebangsaan Indonesia. Hal tersebut memunculkan fenomena campur kode dan alih kode yang menarik untuk dikaji lebih dalam sebagai suatu fenomena kebahasaan

Dari uraian di atas, ditemukan suatu permasalahan yang menarik untuk dikaji yaitu mengapa para anggota akun grup Himaje melakukan campur kode dan alih kode dalam bahasa Indonesia dan Jepang dalam ujaran-ujaran mereka. Makalah ini bertujuan untuk memberikan eksplanasi mengenai permasalahan tersebut.

II. METODOLOGI PENELITIAN

Data yang digunakan dalam makalah ini adalah data kuantitatif dan kualitatif. Data kuantitatif dalam makalah ini berisi motif-motif yang mendasari mahasiswa sastra Jepang dalam menggunakan campur kode dan alih kode. Data ini merupakan data primer yang diperoleh melalui pembagian kuisioner kepada 25 orang mahasiswa Bahasa dan Sastra Jepang UGM. Polulasi mahasiswa sastra Jepang berjumlah kurang lebih 120 orang dan diambil 25 orang yang merupakan perwakilan dari mahasiswa tahun pertama hingga tahun ke empat untuk dijadikan sampel. Diputuskan untuk mengambil sampel sebanyak 25 orang karena keterbatasan akses dari peneliti dan setiap unsur dalam populasi kurang lebih memiliki karakter yang sama dalam hal motif penggunaan alih kode dan campur kode.

Data kualitatif yang digunakan dalam makalah ini merupakan data sekunder yang diperoleh dari jejaring sosial *Facebook*. Data kualitatif yang diambil adalah kalimat-kalimat yang menunjukkan penggunaan alih kode dan campur kode yang digunakan mahasiswa Sastra Jepang UGM dalam berkomunikasi melakui *Facebook*. Data kualitatif ini kemudian digunakan untuk mendukung data kuantitatif.

Kedua data tesebut kemudian dianalisis menggunakan metode penelitian kualitatif deskriptif. Pengambilan kuesioner dilakukan di Fakultas Ilmu Budaya Universitas Gadjah Mada dan dilakukan selama 2 hari. Melalui metode ini, fakta-fakta menyangkut campur kode dan alih kode dalam akun grup Himaje dalam jejaring sosial Facebook disajikan secara sistematis.

III. HASIL DAN PEMBAHASAN

Menurut Holmes (1992: 35-42), ada beberapa alasan atau motif yang membuat seseorang melakukan campur kode maupun alih kode yaitu: 1) karena berhubungan dengan peserta atau lawan tutur tertentu; 2) sebagai suatu sinyal atau tanda keanggotaan suatu kelompok atau menunjukkan kesamaan identitas dengan lawan tutur; 3) tanda solidaritas; 4) berhubungan dengan topik tertentu; 5) Sebagai alat untuk menunjukkan afektif; 6) Untuk menggambarkan maksud sosial tertentu; dan 7) Untuk memenuhi keterbatasan kosakata.

3.1 Campur Kode

Campur kode adalah suatu fenomena kebahasaan yang terjadi apabila penutur mencampurkan dua bahasa atau lebih dengan saling memasukkan unsur-unsur satu bahasa ke bahasa lainnya. Dalam campur kode, unsur-unsur sisipan tidak mempunyai arti sendiri. Campur kode bisa berwujud kata, kelompok kata, kata ulang, idiom, ataupun klausa. (Wijana dan Rohmadi, 2006: 171-178). Sedangkan alih kode terjadi saat terjadi peralihan dari satu kode ke kode lainnya

Campur kode yang yang terdapat dalam ujaran anggota akun grup Himaje kebanyakan berwujud kata dan gabungan kata. Data di bawah ini diambil dengan pertimbangan bahwa melalui data ini dapat terlihat motif serta hubungan komunikasi anggota Himaje melalui dunia maya.

Informasi:
mahasiswa A : Sebelumnya saya minta maaf karena ini hampir *nggak* ada hubungannya *sama* pendidikan sama sekali , tapi bagi yang belum tahu, ini video yang **atarimae** konyol *banget* sampai saya *pengin* berbagi di sini.

Komentar-komentar:
mahasiswa B : wah, kereeen~~~ ***mitaaaai...***

mahasiswa C : astaga lucu *tenan* itu yang versi basa indonesia **hatsuon**-nya Jepang banget, mungkin mereka sendiri yang *nyanyi.*

mahasiawa B : ini favorit sayaaa!!! ternyata ada versi bhsa indonesianya juga?! ahahah**meccha omoroi***!*

mahasiswa E : ***naruhodo***, saya lihat pun belum tentu ketawa ***tte koto***?

mahasiswa F : Oh ya, utk yg *nyanyi*, itu bukan mereka. Tp tmn mereka yg sama2 **geinoujin** juga
(Sumber:https://www.facebook.com/groups/himaje. ugm/)

Secara umum, penggunaan Bahasa Jepang dalam ujaran-ujaran tersebut dilakukan dengan pertimbangan lawan tutur. Dalam hal ini semua anggota yakin bahwa semua anggota grup ini paham Bahasa Jepang. Hal tersebut ditunjukkan melalui kelancaran komunikasi yang tercermin melaui percakapan antara mahasiswa A dengan mahasiswa lainnya. Dalam ujaran-ujaran tersebut, Bahasa Jepang disisipkan dengan sesuka hati dan tampaknya tidak ada anggota lain yang bingung mengenai istilah-istilah Bahasa Jepang yang digunakan.

Ujaran pertama disampaikan oleh mahasiswa A yang bertindak sebagai responden. Ia menginfokan kepada anggota grup lain bahwa ia menemukan video klip konyol dari duo pelawak Jepang Yamada dan Tada. Dalam informasinya, ia menggunakan kata *atarimae* yang berarti 'tentu saja' dalam Bahasa Indonesia dengan tujuan menekankan bahwa informasi yang disampaikannya memang benar-benar lucu hingga ia ingin membaginya kepada anggota lain. Selain asumsi bahwa anggota lain mengerti arti kata *atarimae,* ia ingin menyesuaikan ujarannya dengan informasi yang diberikannya. Karena informasi yang diberikan adalah hal yang lucu, kata *atarimae* dianggap dapt meningkatkan fungsi afektif dari pengumuman informasinya.

Mengomentari informasi dari mahasiswa A, mahasiswa B menggunakan kata *mitai* yang dalam Bahasa Indonesia berarti 'ingin melihat'. Dengan menggunakan kata mitai, dan menuliskan huruf a sebanyak tiga kali, ia ingin menekankan bahwa ia tertarik dengan informasi dari mahasiswa A dan ingin sekali melihat video tersebut. Selain itu, kata *mitai* dengan tiga huruf a juga membuat ujarannya lebih dramatis.

Mahasiswa C setuju bahwa informasi dari anggota A sangat lucu. Video tersebut merupakan video favoritnya. Sebelumnya ia tidak tahu bahwa video tersebut memiliki versi dalam Bahasa Indonesia. Ia merasa bahwa adanya versi bahasa Indonesia dari video tersebut sangatlah menarik, maka ia menggunakan kata *meccha omoroi* yang berarti 'sangat menarik' dalam Bahasa Indonesia. *Meccha omoroi* adalah ragam bahasa Jepang informal untuk menyangatkan ketertarikan terhadap sesuatu. Jadi mahaiswa C bermaksud untuk mengungkapkan bahwa ia sangat tertarik dengan video tersebut dengan menggunakan kata *meccha omoroi. Meccha omoroi* juga digunakan sebagai fungsi afektif.

Mahasiswa D yang berlatar budaya Jawa menggunakan kata *tenan* untuk mengindikasikan ia setuju bahwa video tersebut sangat lucu. Dalam hal ini, sudah menjadi kebiasaan di kalangan mahasiswa Bahasa dan Sastra Jepang untuk menyebut 'pelafalan' sebagai 'hatsuon'. Penggunaan kata *hatsuon* digunakan dengan asumsi para anggota lain juga telah terbiasa dengan kebiasaan tersebut. Dalam grup ini, kata *hatsuon* bisa dikatakan sebagai simbol identitas orang-orang yang belajar Bahasa Jepang. *Hatsuon* adalah istilah khusus dalam lingusitik Jepang yang berarti 'pelafalan'. Karena kata ini hanya digunakan dalam kepentingan pembelajaran bahasa, maka orang-orang di luar grup ini yang tidak belajar Bahasa Jepang secara formal tidak akan paham maksud dari kata *hatsuon.*

Untuk menandakan bahwa ia paham maksud kelucuan informasi mahasiwa A, mahasiswa E menggunakan kata *naruhodo.* Tidak ada padanan kata yang pas dalam bahasa ndonesia untuk kata *naruhodo.* Namun, kata *naruhodo* kira-kira data diartikan sebagai 'oo begitu' dalam bahasa Indonesia. Kesusahan untuk menentukan diksi dalam bahasa Indonesia membuat mahasiswa E menggunakan kata *naruhodo* dengan dasar pertimbangan kepraktisan, kebiasaan, dan saling paham di antara anggota. Selanjutnya ia menggunakan -*tte koto* sebagai penanda pertanyaan *(question marks).* -*Tte koto* yang hanya bisa diletakkan di akhir kalimat kira-kira mempunyai makna yang sama dengan 'begitu kan?' dalam Bahasa Indonesia. Menurut Holmes (1992: 38) campur kode menggunakan *question marks* mempunyai fungsi afektif dan referensial. Selain itu kata –*tte koto* tersebut juga menunjukkan ciri khas gaya bahasa Jepang yang digunakan sebagai identitas kelompok.

Penggunaan gabungan kata *geinoujin* yang dalam Bahasa Indonesia berarti 'artis penghibur' digunakan oleh mahasiswa F untuk menggantikan gabungan kata artis penghibur. Hal ini disebabkan karena informasi yang diberikan oleh mahasiswa A berhubungan dengan dunia hiburan Jepang yang melibatkan dua pelawak Jepang. Karena topik yang dibicarakan berhubungan dengan Jepang, maka istilah *geinoujin* dirasa lebih tepat digunakan dalam konteks ini.

3.2 AlihKode

Alih kode bisa berwujud kode gaya, ragam, ataupun variasi-variasi bahasa lainnya (Wijana dan Rohmadi, 2006: 179) Alih Kode dalam ujaran para anggota akun grup Himaje terdapat dalam berbagai konteks. Datanya adalah sebagai berikut:

1. Selamat malam,***o hissashiburi desu, minna san ogenki desu ka***.Adakah kabar baru tentang *kejepangan*?
2. ***Otsukaresamadeshita. soshite sostugyou omedetou gozaimasu***.Selamat kepada Iput dan Yona yang sukses *didadar* hari ini!Semoga sukses selalu!
3. Ralat. Yang *bener* tutorial N2 jam 15.30 sampai jam 17.10. Salah tulis jam... waktunya 100 menit *koq*....tolong temen2 dikabari ya...***getsuyoubi tanoshimi ni.***
(Sumber:https://www.facebook.com/groups/himaje.ugm/)

Seperti hal nya campur kode, peralihan kode bahasa dari Bahasa Indonesia ke Bahasa Jepang juga dimaksudkan untuk lawan tutur tertentu dalam hal ini anggota Himaje. Pada ujaran pertama, seorang alumni yang bekerja di Jakarta menyapa anggota lain menggunakan kalimat sapaan Bahasa Jepang *'o hissashiburi desu, minna san ogenki desu ka'* yang berarti 'sudah lama tidak berjumpa, apakah kalian semua sehat?' Penggunaan kalimat sapaan tersebut sangat jelas mengindikasikan bahwa yang ia sapa adalah orang yang bisa berbahasa Jepang (anggota Himaje). Selain itu, penggunaan sapaan khas Jepang ini menyimbolkan bahwa ia masih termasuk dalam anggota Himaje.

Pada ujaran nomor dua, seorang mahasiswa memberikan selamat kepada dua temannya yang baru saja selesai melaksanakan ujian pendadaran skripsi. Penggunaan Bahasa Jepang dalam ujaran nomor dua didasari oleh *need filling motive*. Dalam bahasa Indonesia tidak ada ujaran khusus untuk memberikan selamat kepada orang yang lulus kuliah. Biasanya, ujaran 'selamat ya' sudah cukup untuk mewakilinya. Dalam konteks ini, kebetulan Bahasa Jepang mempunyai ungkapan khusus untuk mengucapkan selamat kepada mahasiswa yang telah lulus kuliah, yaitu *'Otsukaresamadeshita. soshite sotsugyou omedetou gozaimasu'*. Otsukaresamadeshita kira-kira berarti 'saya menghargai usaha keras anda' dan *'sotsugtyou omedetou gozaimasu'* kira-kira berarti ' selamat atas kelulusan anda' dalam Bahasa Indonesia. Walaupun terdapat padanannya dalam Bahasa Indonesia, namun kedua ujaran tersebut jarang diucapkan dalam norma komunikasi Bahasa Indonesia. Dengan alasan tersebut bahasa Jepang dipilih untuk mengucapkan selamat. Selain *need filling motive*, ujaran khas tersebut juga berfungsi sebagai simbol keanggotaan.

Pada ujaran ketiga, seorang mahasiswa yang bertindak sebagai tutor persiapan tes kemampuan Bahasa Jepang memberikan pengumuman kepada anggota lain bahwa ia salah menuliskan jam tutorial pada pengumuman sebelumnya. Pada akhir ujaran, ia menambahkan kalimat *'getsuyoubi tanoshimi ni'*. Dalam Bahasa Indonesia, kalimat tersebut kira-kira berarti 'saya sangat menantikan datangnya hari Senin' yang sangat jarang diucapkan dalam norma komunikasi Bahasa Indonesia. Oleh karena itu, motif alih kode ini adalah *need filling motive*. Selain itu, ujaran Bahasa Jepang tersebut juga memiliki fungsi afektif. Dari ujaran *'getsuyoubi tanoshimi ni'* yang kira-kra berarti 'saya sangat menantikan datangnya hari Senin' dapat diketahui bahwa pada pengumuman sebelumnya mahasiswa tersebut sudah menetapkan hari Senin sebagai jadwal tutorial. Ia ingin mengigatkan para anggota untuk bertemu pada hari Senin dengan cara yang lebih halus dan menarik yaitu dengan mengungkapkan bahwa ia tidak sabar menanti datangnya Hari Senin dengan menggunakan

Bahasa Jepang. Dalam hal ini bisa dikatakan bahwa alih kode dari Bahasa Indonesia ke Bahasa Jepang mempunyai fungsi afektif.

Beberapa sampel kualitaitif yang berupa ujauran-ujaran para mahasiswa sasatra Jepang di atas menunjukkan bahwa terdapat motif-motif tertentu yang melandasi mereka untuk melakukan campur kode dan alih kode. Berdasarkan data kuantitaif yang diambil dari 25 sampel mahasiswa ,diketahui bahwa ke-25 orang tersebut semuanya pernah melakukan campur kode dan alih kode menggunakan Bahasa Jepang. Dari 25 mahasiswa, 10 orang mengaku lebih sering melakukan campur kode dengan memasukkan kata-kata bahasa Jepang ke dalam ujarannya, 14 orang mengaku lebih sering menggunakan alih kode dengan memasukkan satu kalimat utuh bahasa Jepang ke dalam ujarannya dan 1 orang sisanya *abstain* karena dia merasa sama-sama sering menggunakan keduanya.

Dalam mengambil data kuantitaif mengenai motif penggunaan campur kode dan alih kode, peneliti memberikan 7 alasan motif campur kode dan alih kode seperti yang diungkapkan oleh Holmes, yaitu karena berhubungan dengan peserta atau lawan tutur tertentu, sebagai tanda keanggotaan suatu kelompok atau menunjukkan kesamaan identitas dengan lawan tutur, tanda solidaritas, berhubungan dengan topik tertentu, sebagai alat untuk menunjukkan afektif, untuk menggambarkan maksud sosial tertentu dan untuk memenuhi keterbatasan kosakata. Dari tujuh motif tersebut para responden diperbolehkan memilih lebih dari satu motif dan diberikan pilihan "lain-lain" yang boleh diisi dengan bebas oleh responden. Dari pengambilan data maka hasil yang diperoleh adalah sebagai berikut:

Tabel 1. Motif penggunaan campur kode dan alih kode

No	Motif	Orang	%
1	Dimaksudkan untuk dibaca oleh anggota lain ataupun orang Jepang (berhubungan dengan lawan tutur)	10	40
2	Supaya ujaran menjadi lebih menarik atau berkesan dramatis (fungsi afektif)	9	36
3	Kebutuhan kosa kata Bahasa Jepang karena tidak ada padanannya dengan Bahasa Indonesia (keterbatasan kosa kata)	8	32
4	Sebagai tanda anggota kelompok	6	24
5	Topik yang dibicarakan berhubungan dengan Jepang (topik tertentu)	5	20
6	Lain-lain	6	24

Jawaban lain-lain berisi antara lain: sebagai kode rahasia agar tidak diketahui orang yang tidak bisa

berbahasa Jepang, untuk melatih Bahasa Jepang, sebagai humor.

Dari data di atas dapat diketahui bahwa motif utama anggota grup akun Himaje melakukan campur kode dan alih kode adalah karena mereka berada dalam kelompok selingkung yang di dalamnya semua orang bisa berbahasa Jepang sehingga istlah-istilah Bahasa Jepang yang digunakan memang dimaksudkan untuk dibaca oleh kalangan sendiri. Hal ini ditunjukkan dengan jumlah 10 orang dari 25 responden yang memilih motif ini. Dengan kata lain, dalam hal ini pertimbangan lawan tutur yaitu sesama mahasiswa sastra Jepang dan orang Jepang yang sama-sama bisa berbahasa Jepang menjadi alasan utama mereka untuk melakukan campur kode dan alih kode. Selanjutnya, campur kode ataupun alih kode dimaksudkan agar ujaran menjadi lebih menarik untuk dibaca (fungsi afektif). Dari data kuantitaif terlihat bahwa sebanyak 9 orang menyatakan bahwa Bahasa Jepang yang dimasukkan dalam ujaran akan membuat ujuarnnya menjadi lebih menarik. Hal ini seperti apa yang dikatakan oleh Holmes (1992:39) bahwa dalam konteks tertentu, mengubah suatu kode bahasa bisa menimbulkan efek yang menarik

Motif yang ketiga didorong karena keterpaksaan. Dari data dapat diketahui bahwa 8 orang memilih motif ini. Para anggota terpaksa menggunakan Bahasa Jepang saat mereka tidak menemukan padanannya dalam Bahasa Indonesia. Kalaupun ada, pengungkapannya dalam Bahasa Indonesia tidak berbentuk kata tetapi berbentuk suatu frasa atau klausa panjang yang bisa menyebabkan ambiguitas. Motif semacam ini desebut *need filling motive* (Ohoiwutun, 1997: 71).

Motif keempat adalah sebagai tanda keanggotaan atau identitas kelompok yang dipilih oleh 6 dari 25 oramg. Dalam kelompok mahasiswa ini, Bahasa Jepang memang menjadi simbol identitas kelompok karena mereka semua belajar Bahasa Jepang. Hal ini menyebabkan penggunaan Bahasa Jepang menjadi penting sebagai lambang identitas diri.

Motif kelima yang dipilih oleh 5 dari 25 orang adalah menyangkut topik pembicaraan. Jika suatu topik pembicaraan memang berhubungan dengan Jepang maka para anggota memasukkan Bahasa Jepang dalam ujarannya. Hal ini terjadi karena suatu bahasa lebih mudah digunakan untuk meyampaikan suatu topik tertentu (Holmes, 1992: 37). Dalam hal ini istilah-istilah khusus dalam Bahasa Jepang dirasa para mahasiswa lebih pas untuk menyampaikan topik tertentu yang berhubungan dengan Jepang.

Pada motif 'lain-lain' yang bahkan menempati posisi persentase di atas motif topik, yaitu sebanyak 6 orang, responden menjawab bahwa penggunaan mencampurkan Bahasa Jepang dapat digunakan sebagai kode rahasia kelompok, humor dan pembelajaran Bahasa. Motif kode rahasia bisa dikelompokkan ke dalam motif identitas kelompok karena kata yang digunakan hanya diketahui oleh sesama anggota. Motif humor dapat digolongkan ke dalam motif afektif, yaitu supaya suatu ujaran berkesan lucu dan menarik. Sedangkan motif pembelajaran merupakan motif tersendiri. Menurut Ohoiwutun (1997:74-75), campur kode memang sering digunakan saat mempelajari Bahasa asing. Kegiatan ini dianggap dapat mempermudah proses pembelajaran.

Dari tujuh motif yang disampaikan oleh Holmes, diketahui bahwa maksud sosial tertentu dan solidaritas tidak menjadi motif para mahasiswa untuk melakukan alih kode dan campur kode. Hal ini dapat dipahami karena seperti yang terlihat dalam sampel ujaran di atas, percakapan yang dilakukan oleh para mahasiswa dalam komunitas Himaje memang tidak pernah menyangkut suatu masalah sosial tertentu dan dalam hal ini, mahasiswa merasa tidak perlu untuk menunjukkan solidaritas karena semua orang di dalam kelompok mempunyai kemampuan kebahasaan dan pemahaman yang sama. Dari hasil penelitian juga diketahui ada satu motif lain selain 7 motif lain yang disampaikan oleh Holmes yang mendasari penggunaan alih kode dan campur kode yaitu alasan pendidikan atau pembelajaran yang dipilih oleh 6 dari 25 orang.

IV. KESIMPULAN

Penggunaan Bahasa Jepang dalam ujaran para anggota akun grup Himaje pada jejaring sosial Facebook dilandasi karena kontak budaya akibat pembelajaran Bahasa Jepang secara formal. Hal tersebut akhirnya menjadikan para mahasiswa manjadi suatu kelompok yang mempunyai identitas 'ke-Jepang-an' yang ditunjukkan melalui kesamaan minat dan hobi mengenai hal-hal berbau Jepang. Hal ini menyebabkan para anggota sering memasukkan unsur-unsur Bahasa Jepang ke dalam ujarannya sehingga terjadilah fenomena campur kode dan alih kode. Berdasarkan penelitian ditemukan ada enam alasan yang membuat para anggota melakukan campur kode maupun alih kode yaitu: 1) semua anggota grup bisa berbahasa Jepang (alasan lawan tutur); 2) fungsi afektif; 3) Sebagai identitas kelompok; 4) Karena alasan keterpaksaan (*need filling motive*); 5) alasan pendidikan atau pembelajaran dan 6) alasan topik pembicaraan.

REFERENSI

Admin. 2013. *Himaje*. Dalam https://www.facebook.com/groups/himaje.ug m/.Diakses tanggal 3 November 2013 pukul 12.00

Ahearn, Laura M. (2012). *Living Language*. United Kingdom: Wiley-Blackwell

Holmes, Janet. (1992). *An Introduction to Sociolinguistics.* England: Pearson Education

Ohoiwutun, Paul. (1997). *Sosiolingustik. Memahami Bahasa Dalam Konteks Masyarakat dan Kebudayaan.* Jakarta: Visipro

Wijana, Dewa Putu dan Muhammad Rohmadi. (2006). *Sosiolinguistik. Kajian teori dan Analisis.* Yogyakarta: Pustaka Pelajar

Motivation to Defend Restrictively Love of Jan Van Loos in *Tulip Fever* Film by Justin Chadwick

Muji Endah Palupi

English Department
Akademi Bahasa Asing BSI Jakarta
Jl. Salemba Tengah No. 45 Paseban, Jakarta Pusat
muji.mji@bsi.ac.id

Abstract - *In fiction represents the life of people explicitly. The characters on the film represent of life in the real world. In Tulip Fever the work of Justin Chadwick is telling the story in Holland in the seventieth century. In which, Tulip is becoming the star of a flower which looked for by all people. On the other hand, there is an artist or painter that falls in love with the wife of patrician; he believes that it could be defended forever. The aim of this study is to comprehend the motivation of the main character, Jan Van Loos to make and defend his restricted love to Sophia, the wife of a Holland patrician, Cornelis Sandvoort. This research is using a qualitative descriptive method, in which the writer analyzes the movie scene by scene. The result of this research is expected to be used for next researcher to analyze the motivation to make and defend restricted love of the main character, or other objects.*

Keywords: Film, Tulip Fever, Restricted Love

I. INTRODUCTION

God creates human to spread love among them. They get in touch each other to know themselves. The interaction evokes affection among them. As we know, that God has only created man and woman, they are fated to be a couple in this world. Like God created Eve to company Adam in heaven, even she had misled him into wrong path to eat "apple". Since that happen, Adam had to get his punishment to be driven away from heaven. A woman sometimes could be partner. Hence, she could be also a foo in life. Faithfully, a man must believe that 'a good woman for a good man'. It is only the time that could determine it. As long he wants to be patient in a waiting time. God has determined humans' partners.

So, what type of woman that could be selected by a single man? Surely, the woman has a good attitude and also her face. Indeed, this thing could not be avoided by every single man. We should know that, pretty face is not everything for a woman. It shloud be balanced with her attitude. So, the pretty face is not a number one, also the wealth of her, but the manner or attitude that would be added value to all women. Especially, for a man who is faithful to build his new family. In which, the woman would be a mother of his children. She will become the first school for them, and to be last shelter until the end of his life.

We could see on *Up* animation movie that made by Disney featuring Pixar. The story of a seventy-eight year old man, namely Carl, he was ambitious to provide his wife's dream to go advanture to Paradise Fall, until he met a fat scout boy, Russel. Talking about Carl's wife, Elly, she had a romantic life story with Carl. They met when they were children, until they were growing up and decided to get married. Their life was not smooth as they thought. They had to meet any life obstacles. But they were strong, one day Elly was pregnant, but God had another aim for them. Elly was so sad, but Carl could calm her down. He gave her spririt to spend her life to go adventure to Paradise Falls. But, time by time, Elly could not achive her dream. She left this world early. The romantic session had gone forever, except Carl.

Love could come from every single sides. It could not be geussed by human. It could be desired from eyes then falls to human's heart. Love could be found in every human's heart. When a man has already found his love, as if the world is owned by him. He fills it with his over, and builds a kingdom of love in it. Sometimes love could hurt human. It happened to an Indonesian folk tale. A story of Syamsul Bahri, a Minangkabau man of West Sumatra. He fell love to Siti Nurbaya. It was his first love. He promised to marry her, it is just waiting the time. But, time goes by early, the parents of Siti Nurbaya had a big debt to Datuk Maranggih, the old, rich, and arogan man. He had everything in the land of Minang. He told to Siti's parent, that she was the hostage of debt. He wanted her to be his wife. Her parent could refuse of Datuk's desire. They let Siti to be taken by Datuk. Syamsul could not do anything, he also let Siti being taken by Datuk. His love was crashed, his heart has broken until he died, and nothing to be gained from his love.

Sometimes love must also be grabbed, even it must break the rules. Even it has already owned by other. The story came from Jack and Rose, from Titanic. This movie became a romantic movie along nineties era. But, this story described the love could be grabbed for a few days. Jack was a poor man he got the ship ticket of winning the lottery with his friend.

In the middle of his trip, he saw a beautiful woman on the car, that she took the ship. Unfortunately, the woma had a fiance that wanted to get marry. A brave Jack, tried to close her. An accident happened in a night, when Rose wanted to end her life. She thought that her mother urged her to marry her fiance, her love was urged tightly. She ran and wanted to jump from a huge ship, Titanic into the cold sea. Jack saw her, and he tried to help. he persued her to remit her aim to suicide. Until, she almost fell into the sea, Jack helped her successfully.

Then, they began to close each other, without knowing of her fiance, and that was the beginning of restricted of forbidden love. Jack pretended to be a rich man. He was helped by an old woman, she made him being fahionable like a pride patrician. On the other hand, Jack was an artistic painter. He could paint any objects. He showed his works to Rose, he hoped that someday she wanted be to painted by him. The day was coming, Rose asked him to paint her body nudely with a deep blue sea ruby on her neck. The story was not finish. Her fiance was angry to this betrayal. He asked for Jack, and wanted to kill him. But, the tragic tragedy happened. A huge Titanic began to sink, it crashed the ice berg. The side of ship was torn, the sea water flooded it. The passengers were panic, until the ship sank totally. Half of them were safe, Jack tried to save Rose. He asked her to survive on a apical of board. For the unconditional situation, Jack gave up of that, and let Rose to survive after all. So, the restricted love ended tragically.

Talking about love that grabbed from other. It happened to Sophia, a wife of Cornelis Sandvoort. In this film, it begun from naration of Maria, the maid of Cornelis Sandvoort. She told that on that land, namely Holland, there was a flower came from the east. The people of land to compete find any variants of that flower. Tulip, it had various types, but the people was curious to a variant of tulip, it was "breaker". Beside that, there was an orphan woman namely, Sophia. She had already lived for years in St. Ursula orphan house. One day, principle of nun asked her to accept an old man's proposal to be his wife. That old man was Cornelis Sandvoort. The man who had name on that land. He had reason to marry Sophia. He wanted her to bear children from his ospring, and extended his name and business.

He tried to make love with Sophia, he hoped she was going to be pregnant. He tried it everyday. He asked God before making it. Day by day he made love, but it was still not proving. He began to worry, he asked himself, whether he was still could make it or not, so he told it to Sophia. On regard this problem, Sophia went to a doctor. She wanted to know the core of her husband. The doctor that she met was obscene. He was desired to help Sophia with bad way. Then, she left him early.

To entertain himself and his wife. He decided to ask a painter to paint him and her wife. So, a painter came to his house, he was Jan Van Loos. He was passion to his profession. But, when he saw Sophia, something appeared from his heart. On that situation, Sophia was being nervous. But Van Loos tried to be calm.

One day, Sophia asked her husband, Cornelis Sandvoort to cancel the painting, she felt uncomfortable to the painter, Jan Van Loos. But, her husband told her to be calm, and let Van Loos to finish his painting. On the other place, Van Loos tried to finish it, but the face of Sophia was flirting his mind always. He ran to Sophia's house, but he did not get her. Then he sent a letter to Sandvoort to borrow his Tulip. He asked Sophia to send the Tulip to Van Loos' place. So, the restricted love begun from that place, Van Loos take her to make love, and the relationship was running smoothly.

This restricted love evoked the lies among her people. Her maid's man thought that his woman betrayed the promise, but actually it was Sophia that clothed her maid's mantle. He was upset and angry to all people in the Tulip market. But, the maid, Maria knew what her mistress did. She promised to tell Sandvoort about this case, while she was pregnant because her man. To make her calm, Sophia made a drama, as if he was pregnant. So, Maria followed what Sophia's want. This was opportunity to her to lie her husband.

During Tulip was becoming a star flower on that land. It flirted Van Loos to find a unique Tulip. He went to St. Ursula. Sophia told that there was a "breaker". On that place, Van Loos trapped by the nun, but he was not jailed by her. He asked to the nun to tell him how to expand Tulip business. He would do for his beloved woman, but the nun was still that the woman was Sophia, the wife mistress of Cornelis Sandvoort.

Here are the questions of this reseach:
1. Why does Van Loos motivate to make and defend restrictively love to Sophia in *Tulip Fever* film?
2. What is message that obtained from this film?

II. RESEARCH METHODOLOGY

This research is recently done, but here the writer tries to find something uniquely in this movie, and refferring to some resources:

2.1. Defenition of Character

All stories must have certain characteristics or elements. Without these elements, any piece of literature would cease to make sense or serve a purpose. For example, stories must have a plot, or

events that take place. Another essential story element is the character. Character can be defined as any person, animal, or figure represented in a literary work. There are many types of characters that exist in literature, each with its own development and function.

Character development refers to how developed and complex a character is. Some characters start out as highly developed. For example, if we know something about how a character walks and talks, what she thinks, who she associates with, and what kind of secrets she has, she is naturally more complex and developed. Other characters develop over the course of a story, starting out one way and ending up different, becoming changed by what happens to them. Or you might only see one side of the character for a while but at some point, another side is revealed, proving the character to be more complex. The general purpose of characters is to extend the plot. Many stories employ multiple types of characters. Every story must have main characters. These are the characters that will have the greatest effect on the plot or are the most affected by what happens in the story. There are many ways to categorize main characters: protagonist or antagonist, dynamic or static character, and round or flat characters. A character can also often fit into more than one category or move through categories.

2.1.1. Types of Character
a. Major Characters

These are the most important characters in the story. There are two types, of which there may be a couple for each.

1. **Protagonist** – This is the main character, around which the whole story revolves. The decisions made by this character will be affected by a conflict from within, or externally through another character, nature, technology, society, or the fates/God.
2. **Antagonist** – This character, or group of characters, causes the conflict for the protagonist. However, the antagonist could be the protagonist, who is torn by a problem within. Most times, something external is causing the problem. A group of people causing the conflict would be considered society, perhaps the members of a team, community, or institution. Additionally, the antagonist could be a part of nature, such as an animal, the weather, a mountain or lake. A different kind of antagonist would be an item such as a pen, car, phone, carpet, etc. These are all considered technology, since they are instruments or tools to complete a job. Finally, if the conflict comes from something out of the character's control, the antagonist is fate or God.

a. Minor Characters
These are the other characters in a story. They are not as important as the major characters, but still play a large part in the story. Their actions help drive the story forward. They may impact the decisions the protagonist or antagonist make, either helping or interfering with the conflict.

Characters can have different traits. Major characters will usually be more dynamic, changing and growing through the story while minor characters may be more static.

1. **Foil** – A foil is a character that has opposite character traits from another, meant to help highlight or bring out another's positive or negative side. Many times, the antagonist is the foil for the protagonist.
2. **Static** – Characters who are static do not change throughout the story. Their use may simply be to create or relieve tension, or they were not meant to change. A major character can remain static through the whole story.
3. **Dynamic** – Dynamic characters change throughout the story. They may learn a lesson, become bad, or change in complex ways.
4. **Flat** – A flat character has one or two main traits, usually only all positive or negative. They are the opposite of a round character. The flaw or strength has its use in the story.
5. **Round** – These are the opposite of the flat character. These characters have many different traits, good and bad, making them more interesting.
6. **Stock** – These are the stereotypical characters, such as the boy genius, ambitious career person, faithful sidekick, mad scientist, etc.

Characters are what make stories. Without a character, there is no story to tell, only a lot of scenery. Many characters in literature, television series, and movies have a huge impact on people. Some people like to live their lives through these characters, who appear to have more exciting lives. Also, these characters may seem so real and inspirational, that people forget they are fictional.
Characters become so important to the audience, that cities across the country hold conventions in which people pay a lot of money to dress and act as their favorite characters from multiple types of shows, particularly of the comic magazine genre (type of literature).

Characters are the whole reason for any story. They can be used to help teach a lesson, to entertain, to educate, and even to persuade, depending on the author's goal for the story line. Characters can be based on real people and events, or be totally unrealistic, such as space aliens. People become attached to characters as if they are real, may

develop favorites, and relate to those that have faced similar situations.

2.2. Definition of Motivation

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior. Researchers have proposed theories that try to explain human motivation. These theories include drive reduction theories and Maslow's hierarchy of needs theory.

Drive reduction theories of motivation suggest that people act in order to reduce needs and maintain a constant physiological state. For example, people eat in order to reduce their need for food. The idea of homeostasis is central to drive reduction theories.Homeostasis is the maintenance of a state of physiological equilibrium.

Drive reduction theories fail to explain several aspects of motivation:
1. People sometimes aren't motivated by internal needs.
   Example: Some people fast for long periods for political causes, despite feeling extreme hunger.
2. Sometimes, people continue being motivated even when they have satisfied internal needs.
   Example: People sometimes eat even when they don't feel hungry.
3. People are often motivated by external incentives as well as internal needs.
   Example: If a person is hungry, he or she may choose to eat a salad rather than a cheeseburger because he or she wants to be slimmer.

2.2.1. Intrinsic and Extrinsic Motivation
A motivation may be intrinsic, extrinsic, or both:
a. Intrinsic motivation is the motivation to act for the sake of the activity alone. For example, people have intrinsic motivation to write poetry if they do it simply because they enjoy it.
b. Extrinsic motivation, on the other hand, is the motivation to act for external rewards. For example, people have extrinsic motivation to write if they do so in the hopes of getting published, being famous, or making money.

Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behavior. That is, are changes in behavior better explained by principles of environmental/ecological influences, perception, memory, cognitive development, emotion, explanatory style, or personality or are concepts unique to motivation more pertinent.

For example, it is known that people respond to increasingly complex or novel events (or stimuli) in the environment up to a point and then the rate of responding decreases. This inverted-U-shaped curve of behavior is well-known and widely acknowledged (e.g., Yerkes & Dodson, 1908). However, the major issue is one of explaining this phenomenon. Is this a conditioning (is the individual behaving because of past classical or operant conditioning), another type of external motivation such as social or ecological, an internal motivational process (e.g., cognition, emotion, or self-regulation), or is there some better explanation?

Emotion (an indefinite subjective sensation experienced as a state of arousal) is different from motivation in that there is not necessarily a goal orientation affiliated with it (Huitt, 2003a). Emotions occur as a result of an interaction between perception of environmental stimuli, neural/hormonal responses to these perceptions (often labeled feelings), and subjective cognitive labeling of these feelings (Kleinginna and Kleinginna, 1981b). Evidence suggests there is a small core of core emotions (perhaps 6 or 8) that are uniquely associated with a specific facial expression (Izard, 1990).

This implies that there are a small number of unique biological responses that are genetically hard-wired to specific facial expressions. A further implication is that the process works in reverse: if you are motivated to change how you feel and your feeling is associated with a specific facial expression, you can change that feeling by purposively changing your facial expression. As most people would rather feel happy than otherwise, the most appropriate facial expression would be a smile.

In general, explanations regarding the source(s) of motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person). Intrinsic sources and corresponding theories can be further subcategorized as either body/physical, mind/mental (i.e., cognitive/thinking, affective/emotional, conative/volitional) or transpersonal/spiritual.
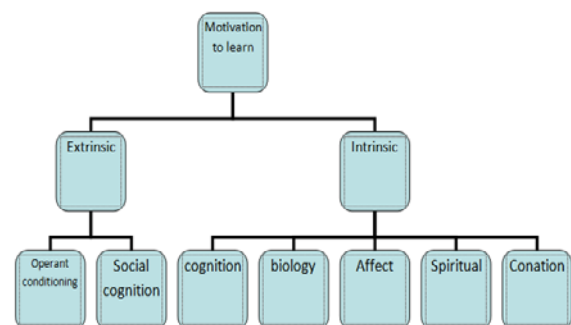

Figure 1. Diagam of Motivation

In current literature, needs are now viewed as dispositions toward action (i.e., they create a condition that is predisposed towards taking action or making a change and moving in a certain direction; Franken, 2006). Action or overt behavior may be initiated by either positive or negative incentives or a combination of both. The following chart provides a brief overview of the different sources of motivation (internal state) that have been studied. While initiation of action can be traced to each of these domains, it appears likely that initiation of behavior may be more related to emotions and/or the affective area (optimism vs. pessimism; self- esteem; etc.) while persistence may be more related to conation (volition) or goal-orientation.

2.3. Definition of Love

Love is a complex set of emotions, behaviors, and beliefs associated with strong feelings of affection, protectiveness, warmth, and respect for another person. Love can also be used to apply to non-human animals, to principles, and to religious beliefs. For example, a person might say he or she loves his or her dog, loves freedom, or loves God.

Love has been a favored topic of philosophers, poets, writers, and scientists for generations, and different people and groups have often fought about its definition. While most people agree that love implies strong feelings of affection, there are many disagreements about its precise meaning, and one person's "I love you" might mean something quite different than another's.

Some possible definitions of love include:

a. A willingness to prioritize another's well-being or happiness above your own.
b. Extreme feelings of attachment, affection, and need.
c. Dramatic, sudden feelings of attraction and respect.
d. A fleeting emotion of care, affection, and like.
e. A choice to commit to helping, respecting, and caring for another, such as in marriage or when having a child.
f. Some combination of the above emotions.

There has been much debate about whether love is a choice, is something that is permanent or fleeting, and whether the love between family members and spouses is biologically programmed or culturally indoctrinated. Love may vary from person to person and culture to culture. Each of the debates about love may be accurate in some time and some place. For example, in some instances, love may be a choice while in others it may feel uncontrollable.

Especially in the early stages of a relationship, it can be difficult to tell the difference between love and lust. Both are associated with physical attraction and an intoxicating rush of feel-good chemicals, coupled with an often overwhelming desire to be closer to another person, but only one is long-lasting: love.

Love is something that is cultivated between two people and grows over time, through getting to know him or her and experiencing life's many ups and downs together. It involves commitment, time, mutual trust, and acceptance.Lust, on the other hand, has to do with the sex-driven sensations that draw people toward one another initially and is fueled primarily by the urge to procreate. Characterized by sex hormones and idealistic infatuation, lust blurs our ability to see a person for who he or she truly is and consequently, it may or may not lead to a long-term relationship.

Although almost no one can agree on a single definition of love, most people do agree that love plays a significant role in both physical and psychological well-being. Numerous studies have demonstrated the benefits of love. Love's role in mental health is far-reaching, but some examples include:

1. The fact that babies who are not shown love and affection in the form of frequent holding and cuddling may be developmentally delayed or ill.

2. Feeling unloved is strongly correlated with feelings of low self-esteem and depression.

3. People who both feel loved by others and who report loving other people tend to be happier.

4. Love can play a role in long-term health, and feeling emotionally connected may help increase immunity.

Then, Robert Sternberg, told that the theory gets its name from the identification of three components of love: intimacy (warmth, closeness, bonding), passion (sexual desire), and commitment (deciding to stay through good time and bad). There are four varying combinations of these three components that define different types of romantic relationships. There is infatuation, which is passion with no intimacy or commitment. Romantic love has intimacy and passion but no commitment. An empty love has commitment but no intimacy or passion. The final combination is consummate love which is where all three factors are present.

III. RESULT AND DISCUSSION

In this research, the writer uses a qualitative desciptive method. The object of this research is Justin Chadwick's *Tulip Fever* film. Beside that, the

writer also finds other sources to support this research, such as library research and surfing on the internet.

4.1. Motivation of Van Loos to make and defend restrictively love to Sophia

In this section, the writer is going to discuss Van Loos' motivation to make and defend his restrictively love to Sophia. The discussion taken scene by scene from Tulip Fever by Justin Chadwick. The scene wil be presented by pictures based on the plot of story.

4.1.1. Motivation to make restrictively love to Sophia

First, the case happened when Van Loos saw Sophia, the wife of Cornelis Sandvoort, at the first time in Sandvoort's house. As proven on the scene below:

ST. 15.52   ST. 15.58
Figure 2.Van Loos's first sight

In these scenes proven that Sophia's sight drives Van Loos in to fall in love at the first sight. Van Loos could not stir his sight to Sophia, even it is impossible to own her heart. The real man, surely has a sudden feeling, when he meet a pretty girl. Bu, it must be realized that no every single woman could be owned.

On the next scene, when Van Loos paints Sophia's face. Her image disturbs his mind. His heart triggers to tell something, as shown on the scene below:


ST. 26.31   ST. 27.18
Figure 3. Sophia's face image

Van Loos is patient to paint Sophia's portrait, but her image could not go from his mind, it is must be told, even it is impossible. But it is must, on the other scene he runs to Sophia's house to tell the truth, but she is not there.

The feeling of a man, could not be guessed. It comes suddenly. The image of woman who is loved will always disturbs the mind. It is far from the sight, but it is close in the heart. That is why a man seek for a good time to tell it to the woman.

On another scene, the oppurtunnity becomes the reason for Van Loos to make restricted love to

Sophia. She also responses Van Loos's love. As taken on the scene below:
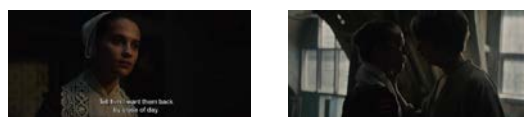
ST.30.06   ST.31.12
Figure 4. Sophia's opportunity

After responding Van Loos' letter to Mr. Sandvoort about borrowing Tulip. He asked Sophia to take the Tulip to Van Loos' place. This scene is completing by making love done by Sophia and Van Loos. They believe, this love will be extended forever, as long as they love each other. This is the beginning of their promiscuity that could not describet by anything.

4.1.2. Defending restrictively love to Sophia

During Tulip fever in the land, it makes Van Loos is interesting to have business, and met the nun of St. Ursula. As proven below:

ST. 15.52   ST. 15.58
Figure 5. Van Loos's first sight

In these scenes proven that Sophia's sight drives Van Loos in to fall in love at the first sight. Van Loos could not stir his sight to Sophia, even it is impossible to own her heart. The real man, surely has a sudden feeling, when he meet a pretty girl. Bu, it must be realized that no every single woman could be owned.

4.2. Messages obtained from Tulip Fever Film

Promiscuity
- *Tatapan dalam cikal bakal perselingkuhan* (promiscuity)

Deceitfulness
- *Kebohongan membawa petaka* (deceitfulness)

Guilt
- *Rekaan merasa jadi bersalah* (guilt)

Greediness
- *Keserakahan membawa kerugian* (greediness)

Forgiven past
- *Masa lalu yang termaafkan* (forgiven past)

IV. CONCLUSION

Film is one of pop cultures. It represents the mirror of life sometimes. Recently, most of films taken from popular novels. The directors are desired to present reading print to be visioned. It makes easier

the readers and watchers to know inside the story. So, they directly undersatnd the core of story.

The film by Justin Chadwick, Tulip Fever is representing the life in Holland few centuries ago. But, there is a restricted love between a painter, Jan Van Loos and mistress of a pride patrician, Sophia the wife of Cornelis Sandvoort. It reveals the motiva ion of painter to make and defend his restricted love to Sophia.

During Tulip was becoming a star flower on that land. It flirted Van Loos to find a unique Tulip. He went to St. Ursula. Sophia told that there was a "breaker". On that place, Van Loos trapped by the nun, but he was not jailed by her. He asked to the nun to tell him how to expand Tulip business. He would do for his beloved woman, but the nun was still that the woman was Sophia, the wife mistress of Cornelis Sandvoort.

REFERENCES

J. Jucius, Michael. 1975. *Personnel Management*. Virginia: R. D. Irwin

Nevid, JS. 2013. *Psychology: Concepts and Applications*. Belmont, CA:

Wadsworth Cengage Learning Prinz, J. J. 2007. *The Emotional*

Construction of Morals. Oxford: Oxford University Press

Wilson, G. D. & McLaughlin, C. 2001. *The Science of Love*. London: Fusion Press

Uno, H. B. (2006). Teori Motivasi dan Pengukurannya. Jakarta : Bumi Aksara.

Azwar, S. (1995). Sikap Manusia : Teori dan Pengukurannya. (Edisi ke-2). Yogyakarta : Pustaka Belajar.

Fromm, Erich. 2005. The Art Of Loving. Jakarta : Gramedia Pustaka Utama

Hauck, Paul. 1993. Bagaimana Mencintai dan Agar dicintai. Jakarta : Arcan.

Widianti, Dian. 2006. Ensiklopedi Cinta. Bandung : Mizan Media Utama (MMU)

The Correlation Between Vocabulary Mastery And Self Esteem On Students' Speaking Skill

Nurmala Dewi[1], Jimmi[2]
[1]Akademi Bahasa Asing BSI Jakarta
nurmala.nmd@bsi.ac.id

[2]Akademi Bahasa Asing BSI Jakarta
jimmi.jmm@bsi.ac.id

Abstract - *The purpose of this research was to find out whether there is a significant correlations between vocabulary mastery and self esteem on students' speaking skill. The population of this study was X grade students majoring in natural science at SMU 64 Jakarta Timur, while the sample was 60 students were chosen randomly from 3 classes. The writers used three instruments to gain the data : a vocabulary test, a speaking test, and a self esteem questionnaire. A quantitative analysis that included descriptive statistic and the correlation and regression analysis tests were conducted to answer the research hypotheses. The research results found that there is a significant simultaneous correlation between vocabulary mastery and self esteem on students' speaking skill. This finding has proved the views which are vocabulary as a main language component and self esteem as affective factor have contributions in developing learning language especially for speaking skill.*

Key words *: Vocabulary Mastery, Self Esteem, Speaking Skill*

I. INTRODUCTION

In learning English, having proficiency merely about grammar, vocabulary or another component of language are not enough for being a successful learner. The important thing, he must be able to apply it in a fluently real communication. Further implementation, he can interact or participate appropriately with many people in the societies. Additionally, inevitable fact that speaking is dominantly used for communication in any aspects of our lives. Therefore, focusing on how to develop a communicative proficiency, specifically in speaking skill is a crucial option which should be considered nowadays.

However, speaking is one of the challenging skills for the most English language learners. It is one of productive skills which could be a parameter for someone in having a successful learning English. Likewise in the working world, the ability of English speaking will give an added value on someone's performance professionally. But it is not facile way for them to achieve a tittle as an eloquent speaker. As a general problem, a lot of people have taken studying English for many years whereas some of those obtained high grades in grammar or in English written tests, but in fact they are still unable to speak English well. It might that they could understand what they hear or what they read comprehensively but they still quite struggle how to express their mind orally.

In mastering English, especially speaking, the learners have to acquire either some language components as their technical knowledge to construct the language and the internal factors to support them in delivering it well. Vocabulary as

one component of language knowledge is considered as the most essential elements to build a language. It has also been acknowledged that vocabulary knowledge is a good predictor of general language proficiency. Some studies have revealed that a large and rich vocabulary can improve learner's ability to communicate properly. Otherwise, the lack of vocabulary becomes a major problem in producing sentences, particularly for those students at the earlier levels. They do not have enough words which causes less resource to construct the sentences, even for basic utterancies. Further, by lack vocabulary might prevent them to speak fluently and become slow down in interaction, although they have quite confidence and enthusiastic in language learning.

Nevertheless, the writers found a fact that student whose adequate language proficiency on vocabulary or grammar, still have difficulty in speaking. This phenomenon indicates which there are internal factors might hold them to express the ideas. Self esteem is one of the internal factors that may indirectly influence the students' performances on handling the tasks particularly on speaking skill. It is one of psychology factors which reflects as a judgment of individuals' believes that they are worthy, competence and capable doing the tasks. Based on some previous researches, it seems that self esteem is regarded as impetus to initiate foreign language learning and it could affect students' performances in speaking. The student with high self esteem believes that he is quite confident and may be able to perform the speaking tasks successfully.

Besides the facts above, in learning English especially speaking, it should have a standard achievement that needs to be reached by the

learners. Recently U.S Department of Education collaborated with foreign language learning associations from Asia and Europe countries such as Malaysia, China, Japan, Mexico, etc have developed an English learning guideline for English courses and schools in countries where English become a second or a foreign language (Standards for Foreign Language Learning in the 21st Century : 2006). This standard is expected to be applied in ASEAN countries including in Indonesia. One of standards that should be achieved by English learners stated that "at the end of high school, students engage in conversations, provide and obtain information, express feelings and emotion, and exchange opinions". It seems that students in senior high school should attain an adequately communicative competence in those level societies. However in reality, apparently it is quite difficult to meet the standard. Likewise, it can be also seen for those students at SMU 64.

Based on the writers' observations, students speaking ability at SMU 64 Jakarta is very far from the standards which have been stipulated to be achieved by foreign language learners. This condition may due to their inadequate language component matters cause the speaking problem or it might due to their internal factors cause the inhabitation in speaking. Regarding to the facts and the descriptions above, therefore writers was interested to conduct a research regard to the correlation between students' vocabulary mastery and students' self-esteem on students' speaking skill at SMU 64 Jakarta Timur.

1.1 Speaking Skill

Learning speaking is a very complex task whereas the learners need to understand the nature and skills to be involved. As stated by Richard (2003 : 201) that the different genres and different contexts need different ways and skills. So, learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also comprehend the knowledge of how to use the language in different contexts. In other words, the learners do not only know the element of languages such as, grammar, pronunciation, vocabulary, and so on, but also understand on when, why, and in what ways to produce language for many purposes. Richard added (2003: 204-206) that there are some factors affecting adult learners' oral communication. They are age or maturational constrains, aural medium, social cultural and affective factors. The affective factors which may influence in learning a foreign language are such as emotions, self-esteem, anxiety, empathy, attitude, and motivation. So in learning a language, the emotional factors are susceptible to human anxiety, which is associated with feeling of shyness, uneasiness, frustration, self-doubt and so on.

Regarding to speaking, the issues which come up in the process are caused of some aspects; it can be related to their knowledge of the language, their social and cultural background and their personality on using the language itself. This view is claimed by Burns and Joyce's in Nunan (1999 : 231) stated that the problem in speaking may be due to cultural factors, linguistic factors, and psychological/ affective factors. From those aspects, affective factor which it related to the emotional factors will give the biggest contribution on students' barriers in speaking process and influence their performance in delivering the messages.

1.2 Self Esteem

Self esteem is one of affective factors which has got many attentions in affecting someone's achievement especially in academic performance. Self esteem is important because it influences people's choices and decisions. In other words, it is such a motivational function that people will take care of themselves, explore their full potential and persistently strive towards their goals and aspirations. Distinguishing definitions of self esteem refers to what matters that scholars pay attention to this concept . One of them stated by Rubio (2007 : 5) as follows :

> *Basically, self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances.*

According to Brown (1994 : 145 - 146), there are three general levels of self -esteem which described its multidimensionality. These three kinds of self esteem are possessed by everyone in a different level quality and could influence their performances in daily life. Firstly, general or global self-esteem is a general assessment that one makes of one's worth across different situation or overall appraisal. This is relatively stable in a mature adult, and it is resistant to change except by active and extended therapy. Secondly, situational or specific self-esteem refers to one's self- appraisal in particular life situation, such as social interaction, work, education, home, or certain relatively discretely defined traits, such as intelligence, communicative ability, athletic ability or personal traits like gregariousness, empathy, and flexibility. Thirdly, task self esteem related to particular tasks within specific situation. For example, within the educational domain task, self esteem might refer to one subject – matter area.
Throughout the history of language learning and teaching, many studies have been conducted to see the effects of self-esteem on students' performance. Most studies found that there is a significant correlation between the students self – esteem and

their verbal performance (e.g. Adelaide Heyde in Brown, 1994; Kalanzadeh et al, 2013; Niki Maleki and Mohammadi, 2006)

Based on those findings, it can be assumed that self-esteem is a significant factor in the level of accomplishment of students' achievement especially in speaking. Students with high self-esteem most likely believe themselves to be significant and worthy individuals as well as capable of learning a language.

1.3 Vocabulary Mastery

Vocabulary is a basic component of a language which plays a major role in both comprehension and production skills. Students are able to speak and write comprehensively with possessing adequate knowledge of vocabulary. Hence, in the beginning level of learning, they devote a lot of time to acquire the words. The learners have to know the meaning from the general one to the deeper and sophisticated one. Moreover, as their language proficiency develops, learners are not only knowing about the meaning and the form of words, but also knowing how to use it in any contexts and situations properly. There are many aspects involved on the words and level of degrees of knowing is varied as well. To develop word knowledge and understand how to apply words properly, there are three basic criteria of knowing a word : knowing its form, its meaning and its use (Nation, 2001). The first, form aspect, it is related to the word parts which make up the word, spoken form and written form. The second, the meaning aspect, it is concerned to the connection between the form and its meaning, the concept and reference which word have variety of meaning, and the association which means the semantic relationships between words, such as synonymy and antonym. And the third, the use aspect, it is about the grammatical function of the words, collocation, and constrain on use which when, where and how often can we use the word.

Mastering vocabulary and being smart on how to employ it properly is crucial for learners of a foreign language to develop their speaking skill. By having many stocks of word, students could also more comprehend about the conversation, give a quicker response in a chat or maybe speak fluently in some kinds of topic. Without sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form perfectly (Cameron, 2001).

Many studies have shown that a large and rich vocabulary can improve learner's ability to communicate. One of them is conducted by Nouralian et al (2013), which they investigated the influence of the vocabulary knowledge on intermediate EFL learners' speaking ability in Iran. The results of the study showed that the teaching vocabulary knowledge can improve speaking ability of EFL students. The study also revealed that the students were extremely satisfied with this approach. It gives them a better opportunity to improve their English speaking. So the teachers should set the appropriate period to help learners to fulfill their potential about preparing vocabulary knowledge for their speaking performance. The similar result of research was also found by Koizumi and In'nami (2013) in Japan which supported the contribution of vocabulary on speaking proficiency as well.

II. METHOD OF THE RESEARCH

The purpose of the research is to investigate the correlation between students' self esteem and students' vocabulary mastery on students speaking skill. The method of study is quantitative research, which applies correlation research. According to Frankel and Wallen (2007: 338) in a simple form, correlation research investigates the possibility of relationship between two variables, although investigations of more than two variables are common.

The population of this study was the students of tenth grade majoring in natural science. The reason for choosing this population is because of the problems mentioned previously emerged from most of these classes. Besides, the access and the condition of the school were available for conducting this research . Meanwhile, the sample of study derived from the certain amount of students in each classes of X grade. There are three classes of the tenth grade and each class consist of 36 students. The total sample was 60 students which is obtained 20 students in each class of tenth grade by using simple random sampling.

The data was collected from three instruments of the research ; vocabulary mastery was derived from

distributing self esteem questionnaire adopted from Rosenberg's questionnaire and the speaking test was conducted to have the speaking skill. Before the tests conducted, the writer carried out a tryout of the instruments to measure the validity and the reliability of the instruments. The data collected from instruments was computed by using SPSS 21. Before the data was analyzed, normality test and linearity test were applied in order to know whether the data are distributed normal and linear. Having done with these both tests, correlation and multiple regression techniques were used for the analysis.

III. RESULT AND DISCUSSION

Table 1. Statistics Description of Variables

		Vocabulary	Self_Esteem	Speaking
N	Valid	60	60	60
	Missing	0	0	0
Mean		70.32	14.70	68.22
Std. Error of Mean		1.643	.378	.721
Median		72.00	15.00	68.00
Mode		76	13[a]	68
Std. Deviation		12.727	2.924	5.585
Variance		161.983	8.553	31.190
Range		48	13	23
Minimum		44	9	55
Maximum		92	22	78
Sum		4219	882	4093

The data of this research would be presented in descriptive analysis and hypothetical analysis. Regarding to the statistic descriptive in table 1, it can be generally seen that the mean scores for three variables of speaking skill, vocabulary mastery and self esteem are in moderate category. The average score of speaking skill and vocabulary were 68,22 and 70.32. Apparently, both scores were lower than the standard English score (KKM score) 75, which is English minimum score should be reached by students at SMU 64. It was also showed that the range score for vocabulary (48) is larger than range score of speaking (23). It can be assumed that the diversity of students' ability in speaking is quite small compared to the diversity of students' ability in vocabulary. So that, even some students' vocabulary scores were very high but their speaking scores were not in the same level of proficiency.

Meanwhile the average score for students self esteem was 14.70. This score is almost close to the normal standard of self esteem (15). It can be said that the level of students self esteem were in normal category as well, it is not very high or very low.

Table 2: The Relationship among the Variables
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.641[a]	.411	.390	4.362

Predictors: (Constant), Self_Esteem, Vocabulary

Table 3 : Testing of Significance of Multiple Regression
ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	755.409	2	377.705	19.847	.000[b]
Residual	1084.774	57	19.031		
Total	1840.183	59			

a. Dependent Variable: Speaking

b. Predictors: (Constant), Self_Esteem, Vocabulary

Table 4: Testing of the Regression Line Equation
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	43.714	3.937		11.104	.000
vocabulary	.207	.045	.472	4.561	.000
Self_Esteem	.676	.198	.354	3.419	.001

a. Dependent Variable: Speaking

Related to the research hypothesis, the findings research found that all the three hypotheses accepted H_1 and rejected H_0. The discussion of analysis and hypotheses testing are described in detail as follows:

1. The Correlation between Vocabulary Mastery (X_1) and Speaking Skill (Y)

The correlation coefficient (r_{y1}) between vocabulary mastery and speaking skill was 0.538. This indicates that the strength of relationship is moderate and positive. Even though the tendency of relationship in score showed is not very high, but it is still quite representative in its significance. The relationship score was not maximum result, it may be caused of the limitation of this study and also due to many factors influence the speaking skill. Referring to the theory, it is claimed that vocabulary is one of language component which very important in developing of speaking. Yet, vocabulary is not merely one aspects in contribution on speaking skill. A lot of others of internal factors and external factors influence students' performances in oral communication.

Based on coefficient table (table 4), it was found that p value 0.000 was smaller than α 0.05. and t test 4.561 was greater than t table 2.002. It can be concluded that there is significant correlation between the vocabulary mastery and speaking skill. This result is in line with the finding research conducted by Nouralian et al (2013), it proved that vocabulary support the development of speaking skill.

2. The Correlation between Self Esteem (X_2) and Speaking Skill (Y)

The correlation coefficient (r_{y2}) between self esteem and speaking skill was 0.442. Even though this correlation coefficient is still in moderate category and positive, but the value of correlation between self esteem and speaking is lower than the value of correlation between vocabulary and speaking (0.538) It indicates that the affective factors are not as much as linguistic factors in influencing the speaking skill. It may due to linguistic factors have directly relation in increasing language achievement rather than affective factors.

Reagrding to table 4, it was found that p value was 0.001 which is smaller than α 0.05 and t $_{test}$ 3.419 was greater than t $_{table}$ 2.002. Therefore, it can be summarized that there is significant correlation between self esteem and speaking skill controlling for vocabulary. The researches supported this view, one of them carried out by Kalanzadeh et all (2013). Their research finding found that the more successful learners regarding the oral communication had higher self – esteem than less successful ones in performing oral communication tasks. It was answer the main question raised in that study that there is a significant relationship between self – esteem and spoken fluency and classroom oral participation.

3. The Correlation between Vocabulary Mastery (X₁) and Self Esteem (X₂) on Speaking Skill (Y)

After analysis of the data, it can be seen on the table 1, that the coefficient correlation or R was 0.641. It indicates that the correlations among the variables are positive and moderate. Another finding, the coefficient determination or R^2 was 0.411. It means that vocabulary and self esteem give 41.1% contribution on speaking whereas 38.9% is determined by other factors such as grammar, pronunciation, etc

Concerning to Anova table, it revealed the overall correlation between vocabulary mastery and self esteem on speaking skill are significant. Based on the students' scores at SMU 64, most of students who have high scores in vocabulary and self esteem also tend to have high sores in speaking test. It was also found that some students who got high score in speaking used various words or high frequency vocabulary in expressing their ideas. Apparently, the words easily came up when they delivered the sentences. The significant correlation mentioned above, was correlated to the self esteem as well. It is definitely that self esteem will help student mentally to be more confident and believe that he is capable in learning English.
Furthermore, based on the coefficient table, the writers can set the linear regression equation showed as follows :

$$\check{Y} = 43.714 + 0.207X_{1} + 0.676\,X_2$$

From the equation, it can be predicted the value of speaking skill based on the value of vocabulary and self esteem. For example, if the value of vocabulary and self esteem is 0, the value of speaking is 43.714. Besides, based on the coefficient regression of b, it can be interpreted that one point of increase of vocabulary would result in 0.207 increase in speaking skill. While, one point of increase of self esteem would result in 0.676 increase in speaking skill. In other words, it can be said that vocabulary and self esteem will help students in increasing the ability of student's speaking skill.

All in all, those research findings above show that vocabulary and self esteem give contribution in developing of student's speaking skill. By having enough vocabulary the studenst have words to deliver their concepts, thoughts and minds. Yet, if the students do not have enough vocabulary, it does not mean they would be able to speak English well. It have to be supported by other factors, such as self esteem. By supporting good self esteem, the students will be sure and confident with their ability and do not hesitate to express their ideas in whatever condition is.

IV. CONCLUSION

Regarding to the research finding, it can be concluded that the correlation between vocabulary mastery and self esteem on speaking skill are positive and significant. It means that vocabulary and self esteem have affect on helping students to improve their speaking skill. If vocabulary and self esteem increase, the students' speaking skill will increase too and vice versa. This finding has proven and strengthened the previous theory specifically for affective factor whereas self esteem is considered to language learning process particularly in improving speaking skill. Therefore, in supporting students to improve their speaking, the teachers should educate all factors which are not merely the cognitive factors but also the affective factors.

The implementation of the research, the teachers should help students to improve their speaking by identifying the problems which could be related to linguistic factors or internal factors. In term of linguistic factors, vocabulary as a basic component of the language has to been taught to the students with various techniques which make it easily to adopt. Besides the linguistic factors, the teachers should also be more aware on affective factors for instance self esteem which has been proved increasing students speaking skill.

REFERENCES

Aregu, Bekele Birhanie. (2013). Self-efficacy, self-esteem and gender as determinants of performance in speaking tasks : *Journal of Media and Communication Studies* Vol. 5(6),

pp.64-71.
http://www.academicjournals.org/JMCS

Branden, Nathaniel. (1995). *Six Pillar of Self Esteem.* New York : Batam books.

Brown, H.Douglas.(2001).*Teaching by principles :An interactive approach to language pedagogy.* New York : Pearson Education Ltd.

Brown, H. Doughlas. (2000). *Principles of Language Learning and Teaching.* New York : Pearson Education.

Cameron, Lynn. (2001). *Teaching language to young learners*. UK : Cambridge University Press.

Coopersmith, S.(1967). *The Antecendents of Self Esteem.* San Francisco. CA.: W.H Freeman.

Fraenkel, Jack. R. & William Norman E Walen. (2007). *How to Design and Evaluate Research in Education.* Mc. Graw-Hill.

HeathertonT, F., & Polivy, J. (1991). Development and validation of a scale for measuring state self-esteem. *Journal of Personality and Social Psychology, 60*, 895–910.

Kalanzadeh, Gholam-Ali et al. (2013). *The influence of EFL students' self-esteem onTheir speaking skills.* The International Journal of Language Learning and Applied Linguistics World (IJLLALW) Vol. 2 (2), February 2013. p. 76-83. Retrieved on March 1st, 2015 from www.languagelearningworld.org

Koizumi, Rie & Yo'Innami. (2013). Vocabulary Knowledge and Speaking Proficiency among Second Language Learners from Novice to Intermediate Levels. *Journal of Language Teaching and Research,* Vol. 4, No. 5, pp. 900-913. Finland: Academy Publisher Manufactured

Maleki,Niki, & M. Mohammadi A. M. (2009). *Self-esteem and Anxiety of Iranian EFL Learners in Oral Communication Tasks.* Journal of linguistic studies, 2 (2).p. 47-54.

Murk, Christopher J. (2006). *Self esteem research, theory and practice*. New York: Springer Publishing Company.

National Standards in Foreign Language Education Project. (2006). *Standards for Foreign Language Learning in the 21st Century.* United Stated: Allen Press.inc

Nation,I.S.P. (2001). *Learning Vocabulary in another language.* United Kingdom : Cambridge University Press.

Nunan, David. (1995). *Language teaching methodology.* Britain: Prentice Hill International.

Nunan, David. (1999). *Second language teaching and learning.* Boston: Heinle&Heinle Publisher.

Richard, Jack C. (2003). *Methodology in language teaching.* Cambridge University Press.

Rubio, Fernando. (2007). *Self-Esteem and Foreign Language Learning.* Newcastle: Cambridge Scholars Publishing

Stern H.H.. (1986). *Fundamental concepts of leanguage teaching*. Oxford: Oxford University Press.

Ujang,.Suparman, (2010). *Psycholinguistic : The theory of Language Acquisition*. Bandung: Arfino Raya Press.

Sintagma Dalam Cerpen "Jaket" Ayah Karya Eep Saefulloh Fatah Dengan Perspektif Semiotik Sastra

Andika Hendra Mustaqim
Akademi Bahasa Asing BSI
Jln. Salemba Tengah 25 Jakarta Pusat
andika.ahq@bsi.ac.id

Abstract – The goal of this research is exploring the syntagm in the short story Jaket Ayah by Eep Saefulloh Fatah. The research method in this research is content analysis. The result and the analysis of the research, the research finds some syntagm elements, the first syntagm is the politician which consist the arrogant political party, the magician, full of theatrics, the traitorous, the tactics, and many promises. Another syntagm is a political party consisting of a cadre crisis, a candidate for leader, a clean person, and a regional head election. Other syntagm is dowry which related to political costs, consolidation and coordination, and extortion. The other syntagm was the other candidate bupati namely imaging, campaign, and famous. The most syntagm is the family which consist attention, affection, and build the future. Next, two very prominent signs are the jacket and the savings. The jacket is a witness in every political event involving the father. Savings funds should be used for the best interests that have been planned from the beginning. A savings fund should be a chapter that must determine a comforting new life rather than troubling and worrying. "Jaket Ayah" was written by Eep Saefulloh Fattah who is a political observer who loves to write stories.

Keywords : *Syntagm, Literary, Semotics*

I. PENDAHULUAN

1.1 Latar Belakang Penelitian

Politik itu kotor. Tapi, hanya sedikit orang yang mau berbicara tentang kekotoran politik secara jelas. Mereka sadar kalau berbicara terlalu vulgar akan diserang. Dan sastra adalah solusinya. Ketika banyak media massa enggan berbicara tentang kekotoran politik, maka sastralah yang menjadi media paling tepat untuk mengungkapkannya

Sastra tetap dianggap sebagai fiksi dan cerita khayalan, meskipun ide dam cerita yang ditampilkannya adalah fakta dan realitas di masyarakat. Sastra sering dianggap sebagai bualan semata padahal kisah yang disampaikan terkadang benar-benar terjadi di masyarakat.

Cerita pendek atau disingkat cerpen merupakan bagian dari karya sastra. Cerpen umumnya dipublikasikan di koran atau media online setiap akhir pekan. Dan cerpen pun menjadi wahana untuk menuangkan ide tentang kisah-kisah politik dengan balutan fisik yang menggoda.

Di dalam cerpen sebenarnya terkandung bukan hanya pertarungan hegemoni semata. Tak semata peperangan wacana saja. Tapi, dalam cerpen juga terkandung perang tanda.

Di dalam perang tanda, dipastikan cerpen juga mengandung permainan tanda-tanda. Dan tanda itu menjadi kajian menarik dalam sastra karena menyangkut fenomena di masyarakat. Tanda yang terdapat di dalam cerpen juga menjadi kajian menarik karena membutuhkan penafsiran.

Untuk mengungkap tanda dibutuhkan disiplin ilmu yang disebut dengan semiotika. Ilmu itu kajian yang independen. Semiotik dikenal sebagai kajian lintas disiplin ilmu. Sastra juga mengenal tentang semiotika.

Berdasarkan latar belakang tersebut, penulis tertarik untuk mengangkat judul penelitian "Sintagma Pada Cerpen Jaket Ayah Karya Eep Saefulloh Fatah Dalam Perspektif Semiotik Sastra". Adapun permasalahan atau rumusan penelitian yang diangkat adalah bagaimana sintagma dalam cerpen tersebut, bagaimana semiotik sastra dalam cerpen tersebut, dan bagaimana biografi penulis dalam sudut pandang semiotik sastra.

1.2 Tinjauan Pustaka

Tinjauan pustaka akan mengupas teori tentang sintagma dan semiotik sastra. Kedua teori tersebut akan menjadi landasan dalam analisis cerpen.

1.2.1 Sintagma

Sintagma menjadi kajian yang kerap melekat dalam pembahasan semiotik. Ketika membahas tentang tanda dalam sudut pandang semiotik, maka tidak bisa dilepaskan dari sintagma.

Chandler (2017:100) mengungkapkan sintagma merupakan kombinasi dari penanda yang berinteraksi dan membentuk makna keseluruhan dalam teks. Kombinasi tersebut dibuat dengan kerangka aturan sintaktik. Dalam bahasa, kalimat, misalnya, merupakan sintagma dari kata-kata. Sintagma sendiri tidak terbatas pada rangkaian. Dalam struktur drama, sintagma juga terdiri dari babak dan adegan.

Shortell (2016:56) menjelaskan sintagma merupakan koleksi tanda yang dibentuk oleh serangkaian unit yang menganalisis untuk mengungkap bagaimana pekerjaan membuat makna. Sebagai contoh, dalam tes komunitas di linguitik, kita akan menanyakan

jika ada kesempatan hasil ekspresi pesawat dalam koresponden perubahan dalam konten pesawat.

Sangat jelas kalau sintagma terdapat dua pandangan antara Ferdinand De Saussure dan Barthes. Saussure (1964:123–124) dalam Krampen (1987:73) menekankan kalau tindak tutur adalah sintagma, yang dapat dipahami sebagai kombinasi tanda. Kalimat yang dikeluarkan pembicara merupakan bentuk sintagma.

Dalam penelitian ini akan difokuskan pada sintagma dalam sudut padang Barthes. Dipilihnya Barthes dikarenakan pandangannya tentang sintagma lebih tepat dalam menganalisis cerpen.

Barthes (1973:58) menegaskan sintagma merupakan kombinasi tanda yang memiliki ruang sebagai pendukungnya. Dalam bahasa artikulasi, ruang ini bersifat linier dan tak bisa diulang (yang lazim disebut dengan "rantai pembicaraan"). Dua elemen ini tak bisa dilafalkan secara bersama. Masing-masing istilah itu juga menderivasi nilainya dari oposisinya dalam "rantai tindak tutur".

Barthes (1973:62) menolak penyamaan sintagma dengan tindak tutur dengan alasan: (a) karena sintagma eksis maka penggunaannya dilarang untuk diubah atau untuk mencapai kombinasi bebas tindak tutur, (b) karena sintagma tindak tutur dibentuk berdasarkan bentuk regular yang dimiliki oleh bahasa. Kemudian, Barthes (1973:71) memaparkan kalau sintagma menghadirkan dirinya dalam bentuk rantai/rangkaian (contohnya, aliran tindak tutur). Dengan begitu, makna hanya muncul dari artikulasi atau dari pembagian simultan aliran signifikasi. Sistem mengkonstitusi poros kedua dari bahasa.

Untuk lebih jelas dalam analisis sintagma, Kurniawan (2001:64-65) mengutip Barthes (1967:63) tentang contoh sintagma. Kalau sistem garmen: campuran dari tipe pakaian yang sama dari unsur yang berbeda: rok-blus-jaket. Kalau sistem makanan, sintagma adalah bagian nyata dari hidangan yang dipilih selama makan: inilah menu. Sedangkan sistem perabot adalah campuran dari perabotan yang berbeda dalam ruangan yang sama: tempat tidur-lemari-pakaian-meja, dan lain-lain.

1.2.2 Semiotik Sastra

Semiotik digunakan dalam semua lini. Chandler (2017:3) menjelaskan kalau semiotik bukan sebagai satu disiplin ilmu, tetapi melengkapi dalam berbagai disiplin ilmu. Semiotik digunakan oleh linguis, psikolog, sosiolog, analis media dan sastra. Semiotik memiliki kontribusi luas dalam bidang ilmu pengetahuan.

Chandler (2017:3) menutup pendapat Umberto Eco (1976:6) kalau semiotik berkaitan dengan segala sesuatu yang dianggap sebagai tanda. Kemudian, Ferdinand de Sausseure (1916:16) yang menyebutkan kalau semiotik adalah ilmu yang mengkaji kehidupan tanda di dalam masyarakat (Chandler, 2017:3). Diungkapkan Chandler, 2017:3, kalau pakar semiotika itu mencari identifikasi dan kategori kode atau konvensi sesuai dengan tanda yang dibentuk.

Semiotik juga diterapkan dalam bidang sastra. Itu dikarenakan sastra memiliki banyak tanda sehingga menjadi ladang yang subur bagi semiotik.

Simpkins (2001:94) mengungkapkan hal terpenting dalam semiotika sastra adalah sistemik penulis. Dalam semiotik sastra tidak dilepaskan dari biografi penulis, perspektif individu, analisis posisi sosial, dan relevasi sistem sastra.

Veivo, Harri, dkk. (2009:2-3) Semiotik sastra menggunakan pendekatan struktural dan pragmatik yang diklaim memiliki validitas. Itu disebabkan karena bahasa memang melekat dan tidak lepas dari realitas. Bahasa itu sendiri juga mampu mendefinisikan realitas yang diwujudkan dalam dalm sastra. Sedangkan sastra sendiri terikat dengan praktek sosial dan budaya.

II. METODOLOGI PENELITIAN

Pendekatan yang diterapkan dalam penelitian ini adalah kualitatif. Sedangkan, metode penelitian yang digunakan penelitian ini adalah analisis isi. Dipilihnya isi karena penelitian ini lebih mengutamakan pendekatan konten di dalam film.

Dalam penelitian ini, data yang digunakan oleh penulis adalah cerpen berjudul "Jaket Ayah" karya Eep Saefulloh Fatah yang diterbitkan oleh Media Indonesia pada 4 Mei 2014.

Dengan data yang telah terkumpul, langkah selanjutnya adalah analisis. Analisis itu berdasarkan dengan pertanyaan penelitian. Berdasarkan hasil analisis, selanjutnya adalah penafsiran dan penarikan kesimpulan. Adapun penafsiran itu berdasarkan teori pengembangan narasi yang menjadi patokan dalam menganalisis. Hasil dari penafsiran tetap mengaju pada teori.

III. HASIL DAN PEMBAHASAN

3.1 Analisis Sintagma

Unsur sintagma yang dikupas penulis yang pertama adalah politikus partai politik. Cerpen yang ditulis Fatah itu memang membahas tentang pemilihan kepala daerah. Unsur utama dalam partai politik adalah politiku.

Dalam cerpen tersebut, sitagma politikus adalah sombong, tukang sulap, penuh sandiwara, mudah berkhianat, banyak siasat, dan banyak berjanji. Sintagma itu dijabarkan dengan jelas oleh Fatah

dengan merujuk pada deskripsi langsung bukan dengan melalui dialog. Dengan begitu, pembaca bisa menangkap dengan jelas apa yang dimaksud dengan sintagma tersebut.

Keculasan mengintip di balik sorot matanya. Ekspresi bibirnya menunjukkan betapa gampang ia melecehkan lawan bicara. Bahasa tubuhnya mengingatkanku pada tukang sulap yang menyembunyikan kebohongan lewat gerakan tubuh cepat dan pura-pura berwibawa. Dari cipratan ludahnya ketika berbicara, aku seperti mencium bau pengkhianatan yang sudah disiapkan sebelum perjanjian dibuat. Tapi Ayah tampak tersihir, mengangguk-angguk takzim. (Fatah, 2014)

Sintagma pemimpin politikus dikaitkan dengan bahasa figuratif sehingga menimbulkan efek yang mengena. Misalnya, tukang sulap yang diidentikkan dengan sikap dan omongan penuh kebohongan. Politikus memiliki stiga di masyarakat selalu berbohong karena jarang menepati janji saat kampanye. Politikus juga dianggap sebagai tukang sulap karena apa yang ditampilkan hanya sebagai trik, bukan suatu kesungguhan.

Dikarenakan politikus adalah tukang sulap, maka dia pun akan pandai untuk memikat dan menarik hati orang lain yang menjadi korban tipu muslihatny. Seperti tukang sulap, politikus akan membujuk dan mempengaruhi orang lain agar tunduk dan mau mengikuti apa yang diinginkannya. Tujuannya agar tukang sulap mendapatkan keuntungan besar dan korban akan ditipu.

Maka, yang mereka sebut penggalangan itu bagiku adalah drama menyedihkan yang dimainkan ayahku dengan segenap ketulusannya, dikelilingi politisi yang menebar kepalsuan tanpa malu. Makin lama kemarahan makin menggila di ubun-ubunku, tapi tak pernah meledak karena tertahan oleh rasa hormat dan prihatinku yang mendalam pada ayah. (Fatah, 2014)

Selain pengandaian tukang sulap, Fatah juga menyamakan politikus dengan burung gagak. Padahal, burung gagal adalah simbol kematian. Di masyarakat, ketika burung gagak bertengger di suatu rumah, berarti itu ada kabar kematian yang menimpa anggota keluarga di rumah tersebut.

Dengan penyamaan burung gagak adalah simbol kematian, itu berarti politikus akan membawa kematian kepada siapa saja yang menjadi korbannya. Namun, berbeda dengan burung gagak yang

sebenarnya di mana tampil menyeramkan melalui suara dan penampilannya, politikus justru tampil dengan elegan.

Politikus selalu tampil dengan penuh harapan dan selalu memberikan harapan yang muluk-muluk. Dia bersuara seperti layaknya orang yang selalu benar tanpa memberikan ada kesalahan yang ada pada dirinya. Pandangan jauh kedepan tanpa memedulikan risiko kalah dan menang, tetapi selalu berpatokan pada ambisi yang telah dicanangkannya.

Di telingaku, kata-kata bersayap ketua partai itu seperti suara burung gagak yang bersiap menukik menyerbu mangsa. Tapi ayah terkesima, seolah bertemu kata-kata mutiara penuh kebajikan. Pagi itu aku seperti berkenalan ulang dengan ayah. Ternyata Ayah tak sanggup disanjung tinggi. Ayah gampang terbuai oleh rayuan murah, dibungkus ajakan `berbakti pada negeri'. Ayahku yang kukuh mudah dirobohkan luapan pujian. (Fatah, 2014)

Selanjutnya, sintagma lainnya adalah partai politik yang terdiri dari krisis kader, calon pemimpin, orang yang bersih, dan pemilihan kepala daerah. Partai politik merupakan salah satu elemen paling penting dalam politik. Tanpa partai politik, maka tidak ada politik. Terlalu pentingnya partai politik menjadikan semua orang membutuhkannya.

Untuk menjadi pemimpin suatu negara atau provinsi atau pun kabupaten bahkan kota harus membutuhkan partai politik sebagai kendaraan. Partai politik bukan saja hanya sebagai kendaraan semata, tetapi itu menjadi rumah bagi siapa saja yang ingin menjadi pemimpin.

Namun demikian, partai politik kerap tidak menjalankan fungsinya dengan baik. Salah satu tujuan partai politik adalah kaderisasi. Mereka seharusnya mengkader para anggotanya untuk menjadi pemimpin untuk dicalonkan pada suatu pemilihan kepala daerah atau pemilihan legislatif.

Faktanya, partai politik justru kerap membutuhkan tokoh dari unsur eksternal partai yang mampu mengangkat citra partai. Itu disebabkan banyak tokoh eksternal partai yang justru ditarik oleh partai dalam suatu pemilu. Itu disebabkan mereka mengalami krisis kader.

Sesuai permintaan, aku catat baik-baik semua yang dikatakan lelaki setengah baya dengan wajah bulat dan perut yang lebih bulat lagi itu. Partainya alami krisis kader. Mereka butuh calon pemimpin yang terbukti bersih. Mereka ingin usung ayah sebagai calon bupati. (Fatah, 2014)

Partai politik membutuhkan segala cara untuk berjualan. Salah satu cara yang ditunjukkan adalah

bagaimana agar jualannya laku di pasaran. Ketika produk yang mereka miliki yakni kader partai politik tidak mampu memenuhi standar dan kriteria untuk bisa dijual di masyarakat, tentunya mereka berusaha sekuat tenaga untuk memenuhi kebutuhan yang sesuai dengan selera pasar.

Dan salah satu selera yang diinginkan pasar adalah pemimpin yang bersih. Itupun dengan segala upaya berusaha dipenuhi oleh partai politik. Mereka pun mencari tokoh yang dinilai mampu sesuai dengan keinginan pasar.

Partai politik akan mencari tokoh yang memiliki rekam jejak yang bersih dan tidak cacat. Meskipun tokoh itu bukan anggota partai dan tak pernah menjadi anggota partai politik, tapi dengan segala cara akan dilakukan partai politik agar tokoh itu mau bergabung dengan partai dan diusung dalam pemilihan kepala daerah.

Pada cerpen berjudul "Jaket Ayah", tokoh bersih yang menjadi target partai politik adalah Kolonel (Purn) Sangaji Putrandi. Tentunya dipilih militer karena para perwira dan prajurit dikenal sebagai figur yang bersih dan berwibawa. Selain itu, masyarakat juga masih menganggap tokoh militer memiliki jiwa kepemimpinan yang tegas.

Aku kenal ayah. Terlepas bahwa ternyata ia gampang dibikin mabuk oleh sanjungan oleh sanjungan setinggi langit, sepanjang hidup ayah mengabdikan diri untuk Merah Putih. Di akhir kariernya, ayah adalah perwira yang lurus, mantan petarung di medan perang yang dihormati karena integritasnya terjaga. (Fatah, 2014)

Partai politik selalu menjadikan momen pemilihan kepala daerah sebagai pesta untuk mencari pemimpin baru. Mereka melakukan seleksi para calon pemimpin yang memiliki nilai jual di masyarakat. Tentunya, partai politik akan melalui survei dan melihat kandidat yang memiliki peluang untuk menang.

Sebenarnya, ada dua sisi di mana partai politik yang terkadang membutuhkan kandidat. Kemudian, kandidat juga yang membutuhkan partai politik untuk membutuhkan kendaraan. Namun, dalam cerpen "Jaket Ayah", justru partai politiknya yang mencari kandidat.

Tapi ayah berkeras. Setelah tiga kali para pengurus partai itu berkunjung ke rumah, pertahanan ayah benar-benar jebol. Saat aku perlihatkan kemarahanku karena ayah begitu gampang terbuai oleh rayuan politisi itu, Ayah malah balik marah. (Fatah, 2014)

Sangat jelas kalau dalam cerpen tersebut, pihak partai politik yang sangat membutuhkan Kolonel (Purn) Sangaji Putrandi sebagai kandidat calon bupati pada pemilihan kepala daerah. Berbagai bujuk rayu dilancarkan. Ribuan janji ditawarkan. Tentunya untuk mememangkan pemilihan kepala daerah.

Selanjutnya, sintagma dalam cerpen "Jaket Ayah" yakni berkaitan dengan mahar. Sintagma mahar itu berkaitan dengan biaya politik, konsolidasi dan koordinasi, serta pemerasan. Ketiga unsur tersebut menjadi unsur yang melingkupi mahar.

Mahar merupakan uang pengikat. Umumnya, mahar dikenal dalam pernikahan. Dalam politik, mahar juga dikenal sebagai pengikat. Selain itu, mahar juga dikenal sebagai tanda jadi dan ketika transaksi telah disepakati.

Kepalaku makin pening setiap mengingat ratusan juta yang sudah ayah serahkan untuk biaya koordinasi, konsolidasi partai, dan ratusan juta lainnya untuk uang muka mahar. Huh, mereka menggunakan kata `mahar' untuk membungkus dengan mulia praktik pemerasan biasa itu! (Fatah, 2014)

Mahar sangat diperlukan partai politik. Itu disebabkan karena partai politik adalah mesin. Untuk menghidupkan "mesin", mereka membutuhkan bahan bakar. Dan bahan bakar itu harus dibeli dengan mengeluarkan uang.

Dalam menghidupkan mesin partai, mereka harus melakukan konsolidasi dan koordinasi di semua elemen mulai dari tingkat pusat hingga desa. Semua harus digerakkan bersama-sama sehingga mencapai tujuan seperti arahan pemimpin.

Partai politik disebut "mesin" karena terdiri dari berbagai elemen yang mendukung, seperti sumber daya, logistik, dan jaringan. Untuk menghidupkan itu semua diperlukan dana yang tidak sedikit.

Untuk menghidupkan mesin partai politik, mereka tidak hanya mengandalkan dana partai saja. Mereka juga membutuhkan dana dari pihak ketiga.

Hanya saja, dalam cerpen "Jaket Ayah" menyebutkan mahar sebagai bentuk pemerasan dalam dunia politik. Ada kesan kalau mahar itu harus dibayar agar pencalonan sukses. Jika tidak ada mahar, maka tidak ada kesepakatan. Karena itulah kandidat bupati diharuskan membayar mahar tersebut.

"Ia harus menyediakan dana pemenangan partai sebesar Rp5,5 miliar. Tunai. Selambatnya diserahkan besok siang. Lalu, ia harus bersedia dipasangkan dengan calon wakil bupati yang sudah

ditetapkan oleh pengurus pusat," lanjut ketua sambil menyebut nama seorang penyanyi dangdut. (Fatah, 2014)

Dalam politik juga disebagai dana pemenangan. Tidak ada dana kekalahan dalam partai politik. Dana kemenangan juga dikenal sebagai mahar politik yang harus dibayar oleh kandidat pemimpin. Mereka harus membayar jika ingin dicalonkan. Jika tidak, maka keinginan menjadi calon pemimpin akan menjadi buyar.

Lebih lanjut, sintagma lainnya adalah calon bupati yakni pencitraan, kampanye, dan terkenal. Untuk menjadi pemimpin di Indonesia membutuhkan syarat utama yakni dikenal dan terkenal. Walaupun orang yang sudah dikenal masyarakat, mereka juga membutuhkan berbagai cara untuk tetap bisa dikenal oleh masyarakat.

Meskipun belum menjadi calon resmi dari partai politik dan mendaftar ke Komisi Pemilihan Umum Daerah, Kolonel (Purn) Sangaji Putrandi sudah berkampanye. Dia memasang poster dan baleho di berbagai penjuru wilayah pemilihan. Satu tujuannya agar sang mantan kolonel itu bisa dikenal luas.

Publik perlu mengetahui siapa sebenarnya Kolonel (Purn) Sangaji Putrandi. Melalui kampanye itu, namanya akan semakin dikenal publik. Tak ada calon bupati atau calon pemimpin yang tidak melakukan kampanye. Pasalnya, kampanye merupakan suatu media untuk mengenalkan calon pemimpin.

Semangat ayah makin bergolak setelah beberapa baliho dengan wajah ayah dan ketua partai itu bermunculan di beberapa sudut kota. Terlebih-lebih setelah nama ayah, Kolonel (Purn) Sangaji Putrandi, makin sering disebut di koran lokal. (Fatah, 2014)

Dengan semakin dikenal publik, sudah bisa dipastikan Kolonel (Purn) Sangaji Putrandi semakin senang. Dia semakin di atas. Optimisme diraihnya. Rasa kemenangan di depan matanya. Semakin bersemangatlah Kolonel (Purn) Sangaji Putrandi. Hal itu nampak wajah karena politik memang menggoda.

Wajah ayah tampak makin berkilau ketika mulai jadi tamu langganan acara pamer cakap televisi lokal. Setiap kali mengantar ayah ke stasiun televisi yang lebih mirip kantor balai desa tak terurus itu, aku mengurut dada, menghitung diam-diam berapa juta rupiah yang harus ayah keluarkan untuk membeli jam siaran itu sambil pura-pura jadi narasumber tamu terhormat yang diundang.

Kampanye menjadi ruh politik. Semua politikus akan tertuju pada kampanye. Semua orang menganggap kalau kampanye adalah pesta yang harus dirayakan. Di mana pembagian uang adalah cara untuk memenangkan sebuah kontestasi. Dalam kampanye, semua program diumbang.

Kampanye belum cukup untuk menjadi seorang bupati. Dia harus melakukan pencitraan. Dalam pencitraan, maka terjadi suatu perubahan penampilan dibandingkan sebelumnya. Itu mutlak diperlukan untuk menarik simpati dari publik. Pencitraan dilakukan agar selalu mengingat dirinya. Dengan pencitraan, maka keaslian dan naturalisme dari jiwa seseorang akan berganti.

Itulah politik.

Pencitraan dianggap sebagai segalanya. Bukan hanya perubahan penampilan semata. Tapi juga perubahan karakter yang mendasar dalam diri seseorang juga akan bergeser ke tempat lain.

Tapi ayah malah sebaliknya. Lebih senang berdandan. Lebih sadar memadupadankan warna baju dan celana yang dipakainya. Lebih banyak tersenyum dan bergairah. (Fatah, 2014)

Calon bupati akan menunjukkan dirinya sebagai sebagai seseorang yang selalu tersenyum untuk menunjukkan aura kebahagiaan. Senyum itu bertujuan agar publik masih percaya kepadanya. Senyum itu memiliki makna kalau dia adalah harapan rakyat untuk bisa memimpin.

Bergairah harus ditunjukkan oleh calon bupati tanpa berpikir dia akan kalah atau menang. Gairah ditunjukkan dengan mata yang bersinar dan penampilan yang penuh percaya diri. Dengan gairah, Kolonel (Purn) Sangaji Putrandi bisa tampil sebagai calon bupati yang mumpuni dan mampu mengalahkan para pesaingnya sebelum bertanding.

Membangun keniscayaan itu sangat diperlukan untuk menentukan kalau kontestasi dan pertandingan pada pemilihan kepala daerah bisa dimenangkan oleh Kolonel (Purn) Sangaji Putrandi. Mengkonstruksi kemungkinan itu sangat dibutuhkan untuk membangun persepsi publik kalau Kolonel (Purn) Sangaji Putrandi adalah pemenang bukan sebagai pecundang yang hanya bermain curang.

Terakhir, sintagma yang paling menarik adalah keluarga. Elemen penyusun keluarga adalah perhatian, kasih sayang, dan membangun masa depan. Meskipun "Jaket Ayah" bisa dikatakan sebagai cerpen politik, namun unsur keluarga yang mendominasi dalam plot cerita tersebut.

Seseorang bisa dikatakan sebagai seorang "ayah" pastinya memiliki sebuah keluarga yang

mendukung. Seorang ayah tidak bisa berdiri sendiri. Seorang ayah pasti memiliki istri, dan anak. Seorang ayah bisa menjadi kakek. Ayah tidak bisa dilepaskan dari keluarga.

Apa yang dilakukan oleh seroang ayah pasti akan berdampak pada anggota keluarga yang lain. Apapun prestasi seorang ayah akan menentukan kehormatan seluruh anggota keluarganya di masyarakat. Apapun yang diucapkan seorang ayah baik di keluarganya atau di masyarakat akan dikenang banyak orang menentukan harga diri keluarga.

Demikian juga yang dilakukan oleh Kolonel (Purn) Sangaji Putrandi. Ketika dia berada di usia pensiunan, purnawirawan perwira tentunya memiliki daya magnet positif dalam politik. Dia dilirik oleh partai politik untuk menjadi seorang calon bupati. Jiwa pengabdiannya dipanggil, tetapi banyak hal yang mengharuskan keluarga harus berpikir tentang pengabdian tersebut.

Bisa dikatakan, seluruh anggota keluarga Kolonel (Purn) Sangaji Putrandi menolak keinginan sang ayah untuk maju dalam pemilihan kepala daerah. Semuanya kompak. Awalnya Kolonel (Purn) Sangaji Putrandi tetap bersikeras tentang apa yang harus diperjuangkan demi kepentingan bangsa dan negara. Dia juga tidak ingin mengalami postpower syndrome atau masa jeda ketika tidak ada aktivitas berarti bagi orang yang menghadapi masa pensiun. Namun, anggota keluarganya tetap satu suara. Mereka menolak keinginan dan ambisi sang ayah yang dipengaruhi oleh para politikus busuk itu.

Salah satu penentang paling keras keinginan politik sang ayah adalah istrinya. Sebaga istri yang mendampingi ayah selama puluhan tahun, ibu memiliki perasaan dan intuisi tentang langkah tidak tepat yang dilakukan sang ayah.

Bagaimanapun ibu tidak ingin melihat kehancuran lebih dalam dari langkah sang ayah. Dia memberikan nasihat. Dia memberikan peringatan. Dan dia juga memberikan ultimatum sebagai bentuk kekecewaan. Dia juga menunjukkan bentuk protes.

Ibu yang paling keras menentang keinginan ayah.

"Sudahlah, Pak. Kita syukuri saja yang kita miliki sekarang. Ini saatnya bapak pensiun, menikmati hasil kerja keras selama ini dengan istirahat dan berpuas-puas bermain dengan cucu. Kita bisa sering mengunjungi Sari, Yusuf, dan Nilam di Jogja. Juga Sekar, Andi, dan Johan di Makassar. Berganti-ganti. Untuk apa bikin-bikin kesibukan baru?" (Fatah, 2014)

Alasan sang Ibu sangatlah sederhana. Dia ingin menghabiskan masa tuanya untuk keluarga. Bermain bersama cucu. Dia tidak ingin ada kesibukkan yang menyita waktu keluarga. Dia ingin kebahagiaan di akhir masa tuanya. Dia tidak ingin dipusing dengan banyak hal yang membuatnya repot.

Bukan hanya ibu saja yang menolak. Anak-anak Kolonel (Purn) Sangaji Putrandi juga menyatakan ketidaksetujuan dengan sikap sang ayah. Anak-anak telah mengetahui dunia politik. Dia tidak ingin sang ayah terjebak dengan dunia politik yang gelap dan penuh dengan mister.

Sari dan Sekar juga meminta ayah menimbang ulang niat untuk memenuhi ajakan ketua partai itu. "Aku enggak suka politik dan enggak pernah akan suka," kata Sekar lewat telepon. Sari lebih tegas, "Politik kan cuma dunia buat para penipu bermulut manis." (Fatah, 2014)

Aku terang-terangan menentang karena merasa paling berkepentingan. Sebab, sudah terbayang sebentar lagi aku akan jadi sopir ayah ke mana-mana. Akulah yang akan diandalkan ayah menemaninya berurusan dengan orang-orang partai itu. Sebagai bungsu yang menganggur, aku yang juga akan jadi bodyguard ayah dalam semua urusan ini. Menganggur? Tidak juga. Aku sedang tersendat menyelesaikan skripsi. Kelas kuliah sudah tak ada. Ke kampus hanya sesekali ketika butuh bimbingan.

Para anak Kolonel (Purn) Sangaji Putrandi telah memberikan saran terbaik untuk sang ayah. Namun, mereka tidak berdaya ketika sang ayah sudah mengambil sikap. Namun, mereka telah menunjukkan aksi mogok bicara dengan sang ayah.

Mereka telah menghindari komunikasi dengan sang ayah. Satu tujuannya untuk mengingatkan sang ayah kalau keluarga adalah segalanya. Mereka memiliki harapan kalau ayahnya berubah. Dan harapan itu pun terwujud.

Aku tak tahu, haruskah aku bersyukur atau bersedih dengan peristiwa malam itu. Duduk di samping ayah seperti biasa, aku mengikuti drama tragis yang dimainkannya. Pendaftaran calon bupati dan wakil akan ditutup seminggu lagi. Maka, pertemuan besar diadakan untuk meresmikan pengusungan partai pada ayah. Tapi pertemuan itu melenceng jauh dari harapan ayah. (Fatah, 2014)

Dalam cerpen itu diungkapkan ada sinar terang kalau sang ayah ternyata menentukan sikap yang jelas sesuai dengan keinginan keluarga. Meskipun, sang ayah harus melalui jalan yang rumit dan itu menjadi pembelajaran yang sangat berarti dalam kehidupannya. Dia memilih kehidupan keluarga.

Dan keluarga adalah tempat kembali terbaik bagi sang ayah.

3.2 Tanda dan Makna dalam Semiotik Sastra

3.2.1 Tanda dan Makna

Ada dua tanda yang menonjol pada cerpen *Jaket Ayah*. Dua tanda yang sangat menonjol adalah jaket dan tabungan. Peneliti secara khusus mengupas keduanya.

Jaket menjadi benda istimewa dalam cerpen berjudul "Jaket Ayah". Penulis cerpen ini yakni pengamat politik Eep Saefulloh Fatah tampak tidak menjelaskan rinci tentang jaket tersebut. Tidak ada penjelasan tentang warna, desain, riwayat, atau seluk beluk jaket tersebut. Yang pasti, jaket itu sangat spesial untuk ayah. Jaket itu memiliki kewibawaan untuk ayah. Jaket itu memiliki riwayat istimewa tentang ayah.

Dijelaskan kalau si pemilik jaket adalah seorang pensiunan perwira. Sudah jelas kalau jaket tersebut menjadi simbol tertentu yang sangat berharga bagi pemiliknya. Bisa jadi jaket itu memiliki pangkat di pundak yang menunjukkan status dan pangkatnya. Meskipun sudah pensiun, jiwa seorang tentara akan melekat. Dia tetap dihormati para seniornya. Dia juga akan tetap disegani oleh para mantan tentara yang pernah menjadi bawahannya.

Jaket itu selalu menyambar mataku dari kaca spion di atas kepalaku yang celakanya mesti sering kulirik setiap menyopiri ayah. Menemani artinya menyopiri, memarkir kendaraan, lalu berlaku seperti ajudan ayah dalam setiap acara penggalangan. Menemani berarti juga merelakan kuping, pikiran, dan hatiku dihantam pidato demi pidato membosankan, berisi kebohongan berkedok empati pada warga yang dikumpulkan. (Fatah, 2014)

Di ceritakan dalam cerpen tersebut kalau jaket tersebut menjadi saksi dalam setiap peristiwa politik yang melibatkan ayah. Jaket itu menemani setiap pergerakan ayah. Seolah-olah diceritakan kalau jaket tersebut seolah-olah hidup. Itu menunjukkan kalau jaket tersebut mampu merekam dan melihat tentang apa yang terjadi pada ayah.

Jaket ayah seperti monumen kekalahan aku dan ibu. Jangankan saat dikenakan ayah yang selalu penuh senyum ketika memakainya. Ketika sekadar tergantung di dalam mobil saja, jaket itu seperti meledek kami dengan nyinyir. Bagiku, jaket ayah bukan hanya mengganggu mata karena warnanya yang norak, tapi juga bagai hantu buruk rupa yang menguntitku ke mana-mana. Pernah sekali waktu kulipat sehingga tak terlalu mengganggu pandangan

kaca spionku, tapi ayah marah di luar dugaanku. Sejak itu, aku berusaha bersahabat dengan jaket itu. Rencana persahabatan yang gagal tapi benar-benar tak bisa kuhindari. (Fatah, 2014)

Jaket bukan hanya sekadar pakaian pelengkap saja. Namum, jaket juga menjadi penguat identitas seseorang. Jaket bisa mencerminkan orang yang memakainya. Jaket juga bisa menjsdi ciri khas yang melekat pada diri seseorang. Itu karena ayah tidak.mau melepaskan diri dari jaket tersebut.

Jaket juga bisa diartikan sebagai pelindung. Pakain memang pelindung manusia dari cuaca. Nah, khsusus jaket dipakai orang pada cauca ekstrem seperi hujan atau musim dingin. Bisa jadi ayah mengenakan jaket tersebut untuk melindungi diri dari situasi ekstrem yang sulit untuk dihindari. Dengan mengenakan jaket, dia akan merasa nyaman dan aman.

Kemudian, sebagai orang yang berpenghasilan bulanan, pasangan suami dan istri pastinya akan mempersiapkan diri untuk masa pensiun. Dana tabungan juga disiapkan Sang Kolonel untuk masa tuanya. Tentunya persiapan masa tua yang standar saja.

Suatu hari, aku mendapati ibu menangis di pojok ruang keluarga setelah ayah meminta izin, tepatnya memberi tahu ibu, untuk menggunakan dana di tabungan mereka. Ayah yang sejak sebelum purnawira tak pernah berbisnis dan hidup lurus tak punya cadangan dana selain tabungan. Ketika ia merasa terdesak untuk membiayai penggalangan sesuai desakan para pengurus partai itu, tabungan satu-satunya andalan Ayah. Jika pun ada yang lain, dua bidang tanah tak begitu luas di Lamongan, kampung halaman ibu, yang tentu tak akan mudah terjual. (Fatah, 2014)

Tidak ada persiapan sejak dulu kalau Sang Kolonel dan istri akan menyiapkan diri untuk bekal politik. Itu ditunjukan ketika sang ayah terbujuk rayu para politkus untuk masuk dalam bursa calon bupati di mana mendapatkan penolakan dari seluruh anggota keluarganya.

Aku lemas mendengar ayah akan menguras tabungannya. Aku tahu, pasti ibu yang mendampingi ayah sejak perwira muda lebih lemas lagi. Aku hanya bisa menghampiri ibu dan memeluknya. (Fatah, 2014)

"Apa gunanya 30 tahun menabung kalau mau dihamburkan untuk tiga bulan yang sia-sia…?" Hanya keluhan yang lebih mirip lenguhan ibu ini yang menyeruput kupingku saat kami berpelukan seperti dua pohon pisang baru ditebang, yang saling condong ke depan. (Fatah, 2014)

Kisah itu menunjukkan pesan kepada semua orang kalau dana tabungan harus digunakan untuk kepentingan terbaik yang sudah direncanakan sejak awal. Dana tabungan harus menjadi babak yang harus menentukan kehidupan baru yang menentramkan bukan menggelisahkan dan mengkhawatirkan.

3.2.2 Semiotik dan Biografi Penulis

Dalam kajian semiotik sastra tidak bisa dilepaskan dari biografi penulis. Cerpen "Jaket Ayah" ditulis oleh Eep Saefulloh Fattah. Dalam keterangan penulis yang ditampilkan di Harian Suara Merdeka menunjukkan kalau Eep merupakan seorang pengamat politik yang suka menulis cerita.

Sepengetahuan penulis, Eep merupakan seorang pakar politik yang memimpin lembaga konsultan politik. Dia pernah mengantarkan Anies Baswedan sebagai gubernur Jakarta. Eep juga pernah menjadi konsultan politik Joko Widodo dalam pemilu presiden 2014.

Sebagai konsultan politik, Eep sangatlah paham dengan pernak-pernik politik. Termasuk di antaranya pemilihan kepala daerah. Dia memgetahui seluk beluk tentang politik bukan hanya teori, tetapi realitas di lapangan.

Eep menuliskan cerpen politik dari ide yang sepertinya dia peroleh dari pengalamannya. Dia menyampaikan fenomena politik apa adanya dan terang benderang. Itu dimaksudkan karena cerpen bisa menjadi wahana yang tepat baginya untuk menyampaikan hal yang tidak akan terkesan vulgar. Bagaimanapun cerpen menjadi bagian sastra yang mampu menyuarakan fenomena di masyarakat.

Tidak ada yang basi dalam dunia sastra. Meskipun cerpen bertema politik diterbitkan Eep di Media Indonesia pada 2014, cerita itu tidak akan lengkang ditelan zaman. Kisah itu tetap hidup karena pemilihan kepala daerah tetap menjadi fenomena yang dihadapo masyarakat.Di mobil kami selalu tergantung sehelai jaket warna terang. Ayah menggantungnya di sana dan harus tetap di sana, tak boleh kami turunkan.

IV. KESIMPULAN

Ada beberapa unsur sintagma dalam Cerpen *Jaket Ayah* karya Eep Saefulloh Fatah Unsur. Sintagma yang pertama adalah politikus partai politik sombong, tukang sulap, penuh sandiwara, mudah berkhianat, banyak siasat, dan banyak berjanji. Sintagma lainnya adalah partai politik yang terdiri dari krisis kader, calon pemimpin, orang yang

bersih, dan pemilihan kepala daerah. Sintagma mahar itu berkaitan dengan biaya politik, konsolidasi dan koordinasi, serta pemerasan. Sintagma lainnya adalah calon bupati yakni pencitraan, kampanye, dan terkenal. Sintagma yang paling menarik adalah keluarga yakni penyusun keluarga adalah perhatian, kasih sayang, dan membangun masa depan.

Dua tanda yang sangat menonjol adalah jaket dan tabungan. Jaket tersebut menjadi saksi dalam setiap peristiwa politik yang melibatkan ayah. Dana tabungan harus digunakan untuk kepentingan terbaik yang sudah direncanakan sejak awal. Dana tabungan harus menjadi babak yang harus menentukan kehidupan baru yang menentramkan bukan menggelisahkan dan mengkhawatirkan. "Jaket Ayah" ditulis oleh Eep Saefulloh Fattahyang merupakan seorang pengamat politik yang suka menulis cerita.

REFERENSI

Barthes, Roland. 1973. Elements of Semiology. Terjemahan oleh Annette Lavers dan Collin Smith. New York: Hill and Wang.

Chandler, Danile. 2017. Semiotics: The Basics. New York: Routledge.

Fatah, Eep Saefulloh. Jaket Ayah. Media Indonesia, terbit 4 Mei 2014.

Kurniawan. 2001. Semiologi Roland Barthes. Magelang: Yayasan IndonesiaTera

Krampen, Martin. 1987. "Ferdinand de Saussure and the Development of Semiology". dalam Martin Krampen dkk. Classic of Semiotics. New York: Spinger Science.

Shortell, Timothy. 2016. Everyday Globalization: A Spatial Semiotics of Immigrant Neighborhoods in Brooklyn and Paris. New York: Routledge.

Simpkins, Scott. 2001. Literary Semiotics: A Critical Approach. Maryland: Lexington Books.

Veiovo, Harri, dkk. 2009. Redefining Literary Semiotics. Newcastle: Cambridge Scholars Publishing.

PROFIL PENULIS

Andika Hendra Mustaqim merupakan dosen Akademi Bahasa Asing Bina Sarana Informatika (BSI) Jakarta. Dia mengampu mata kuliah penerjemahan, penulisan akademik, dan sastra. Selain mengajar, Andika, demikian nama panggilannya, juga bekerja sebagai redaktur desk internasional di *KORAN SINDO*. Andika menempuh pendidikan program sarjana Sastra Inggris di Universitas Brawijata dan melanjutkan pendidikan

pascasarjana dalam bidang Linguistik Terapan di Universitas Negeri Jakarta. Andika juga telah merilis novel berjudul *Indonesia Berkerabat* pada Desember 2017 lalu. Dia pernah mendapatkan dua kali hibah Penelitian Dosen Pemula dan meraih Hibah Penulisan Buku Ajar dari Kementerian Riset dan Pendidikan Tinggi. Penulis bisa dihubungi melmelalui posel andika.ahq@bsi.ac.id, akun Twitter @andikahendra, dan akun Instagram @andikahendramustaqim.

Memaknai Nilai-nilai Kemanusiaan Tokoh Utama dalam Novel "Hijrah Bang Tato" Karya Fahd Pahdepie

Dina Purnama Sari

ABA BSI Jakarta/Bahasa Inggris
e-mail: dina.dms@bsi.ac.id

Abstract – Novel "Hijrah Bang Tatato" by Fahd Pahdepi is a novel based on the true story of the main character, Lalan or Bang Tattoo who experienced the inner struggle to migrate from the dark as a thug to a better and obedient man. As a former thug, Bang Tato as the main character in the novel "Hijrah Bang Tattoo" experienced several phases of life that made him migrate. The phases are experienced by implementing the values of humanity in accordance with the religion it embraces, namely Islam. The meaning of humanity's values of the main character consists of guidance, endeavor, and go home. Therefore, the humanitarian values of the main characters are used as the background of the discussion and the title of this article. The method used is descriptive with the approach of sociology of literature and the meaning of human values itself. The data are examined based on the meaning of the text in the novel by using literature study data collection. Thus, the result is an understanding of the meaning of humanity values of the main characters can be used as a reflection for their readers as a reflection of social reality in society, especially in Indonesia.

Keywords : the values of humanity, meaning, the main character, the sociology of literature.

I. PENDAHULUAN

Novel "Hijrah Bang Tato" merupakan karya Pahd Pahdepi yang ditulis berdasarkan kisah nyata tokoh utama, Lalan atau Bang Tato. Penuturan kisah Bang Tato dirangkai dalam kalimat yang mudah dipahami dan memiliki pesan moral yang cukup kuat berkaitan dengan *human interest*. Yaitu, mengenai hijrah seorang preman menjadi orang yang lebih baik dan taat kepada agamanya, Islam. Hal tersebut seperti dikutip dari QS. Al-Baqarah [2]: 218 dalam Pahdepi, (2017): "Sesungguhnya orang-orang yang beriman, orang-orang yang berhijrah dan berjihad di jalan Allah, mereka itu mengharapkan rahmat Allah. Dan Allah Maha Pengampun lagi Maha Penyayang". Selain itu, menurut Pahdepie (2017), hijrah juga merupakan kata kerja-berpindah atau menyingkir dari suatu tempat ke tempat yang lebih baik dengan alasan tertentu (keselamatan, kebaikan, dan sebagainya). Dengan demikian, hijrah merupakan usaha manusia untuk kehidupan yang lebih baik dan dapat dilandasi mendapatkan rahmat Allah.

Berkaitan hal ini, kata 'hijrah' merupakan permasalahan umum yang dialami oleh masyarakat di Indonesia. Hijrah juga dilatarbelakangi oleh nilai-nilai di dalamnya, salah satunya nilai kemanusiaan. Nilai-nilai kemanusiaan dapat bersumber dari kepribadian, watak, dan temperamen. Menurut G. Allport dalam Gea, Wulandari, dan Babari (2003),"Kepribadian adalah organisasi dinamis di dalam individu yang terdiri dari sistem-sistem psikofisik yang menentukan tingkah-laku dan pikirannya secara karakteristik dalam menyesuaikan diri terhadap lingkungannya." Watak menurut G. Eswald (Gea, Wulandari, dan Babari, 2003),"totalitas dari keadaan-keadaan dan cara bereaksi jiwa terhadap perangsang baik yang dibawa sejak lahir maupun watak yang diperoleh lingkungan, pendidikan, dan pengalaman." Adapun, temperamen menurut G. Ewald (Gea, Wulandari, dan Babari, 2003),"Temperamen adalah konstitusi psikis yang berhubungan dengan konstitusi jasmani." Selain itu, definisi temperamen menurut Allport (Gea, Wulandari, dan Babari, 2003),"Gejala karakteristik daripada sifat emosi individu, termasuk juga mudah tidaknya terkena rangsangan emosi, kekuatan serta kecepatannya bereaksi, kualitas kekuatan suasana hatinya, segala cara daripada fluktuasi dan intensitas suasana hati. Gejala ini bergantung pada faktor konstitusional, dan karenanya terutama berasal dari keturunan." Dengan demikian, dapat disimpulkan bahwa ketiganya saling berkaitan dalam memaknai nilai-nilai kemanusiaan. Hal tersebut karena menyangkut diri seseorang baik pembawaan seseorang dengan keunikannya masing-masing; pembentukan tanggung jawab pada diri sendiri baik normatif maupun deskriptif; struktur fisik-biologis seseorang yang bersifat jelas, tetap antara orang yang satu dengan yang lainnya; serta proses pembentukan jati diri seseorang.

Nilai-nilai kemanusiaan juga dapat dikaji melalui pemaknaan katanya. Secara umum, istilah umum makan berdasarkan para filsuf dan linguistik terdapat tiga hal, yaitu menjelaskan makna secara alamiah, mendeskripsikan kalimat secara alamiah, dan menjelaskan makna dalam proses komunikasi (Kempson dalam Pateda, 2001). Makna dapat dibahas berdasarkan dua pendekatan, yaitu

pendekatan analitik dan atau referensial dan pendekatan operasional (Pateda, 2001). Pendekatan analitik adalah pendekatan yang mencari makna dengan cara menguraikannya atas segmen-segmen utama, sedangkan pendekatan operasional adalah mempelajari kata dalam penggunannya. Pada pembahasan artikel ilmiah ini, peneliti menggunakan pendekatan makna operasional.

Makna memiliki beberapa aspek menurut Pateda (2001), yaitu pengertian *(sense)*, nilai rasa *(feeling)*, nada *(tone)*, dan maksud *(intention)*. Jenis makna dikemukakan Palmer (Pateda, 2001), terdiri dari makna kognitif, makan ideasional, makna denotasi, dan makna proposisi. Jenis makna menurut Shipley , Ed (Pateda, 2001), yaitu makna emotif, makna kognitif, makna deskriptif, makna referensial, makna piktorial, makna kamus, makna samping, dan makna inti. Jenis makna menurut Pateda (2001), terdiri dari makna afektif, makna denotatif, makna deskriptif, makna ekstensi, makna emotif, makna *gereflekter*, makna gramatikal, makna ideasional, makna intensi, makna khusus, makna kiasan, makna kognitif, makna klokasi, makna konotatif, makna konseptual, makna konstruksi, makna kontekstual, makna leksikal, makna lokusi, makna luas, makna piktorial, makna proposisional, makna pusat, makna referensial, makna sempit, makna stilistika, makna tekstual, makna tematis, dan makna umum. Berkaitan dengan pembahasan, maka aspek makna yang dikaji adalah dibatasi pada pengertian, nilai rasa. Pembatasan pembahasan pada maksud dan jenis pemaknaannya dibatasi pada makna kontekstual. Makna kontekstual atau makna situasional muncul sebagai akibat hubungan antara ujaran dan konteks (Pateda, 2001). Makna tersebut berkaitan dengan konteks orangan, situasi, tujuan, formal atau nonformal, suasana hati pembicara atau pendengar, waktu, tempat, objek yang mengacu kepada fokus pembicaraan akan turut mempengaruhi makna kata yang digunakan, kelengkapan alat bicara atau dengar, dan kebahasaan.

Selain pemaknaan makna secara leksikal, nilai-nilai kemanusiaan juga dapat dikaji berdasarkan nilai dan norma yang disepakati dan dilaksanakan di masyarakat. Nilai adalah sesuatu yang ingin kita wujudkan atau perjuangkan, sesuatu yang kita setujui dan kita sukai, yang menarik dan yang punya arti (S. Gea, Wulandari, dan Babari, 2015). Nilai berkaitan dengan fakta dan subyek yang menilai (S. Gea, Wulandari, dan Babari, 2015). Nilai bersifat praktis-pragmatis dan secara potensial ada pada obyek (S. Gea, Wulandari, dan Babari, 2015). Norma merupakan ukuran baik dan buruk; kaidah-kaidah yang berlaku di masyarakat; serta terdapat sanksi atau hukuman jika melanggar norma dan mendapatkan pujian apabila mentaati norma (S. Gea, Wulandari, dan Babari, 2015). Dua jenis norma perilaku, yaitu norma khusus dan norma umum (S.

Gea, Wulandari, dan Babari, 2015). Norma khusus umumnya berlaku dalam bidang tertentu serta bersifat sementara karena dirancang secara khusus untuk mencapai tujuan tertentu (S. Gea, Wulandari, dan Babari, 2015). Norma umum adalah norma-norma yang berlaku secara umum dalam kehidupan bersama. Sebagai pedoman dan pengendali tingkah-laku dalam pergaulan sosial di masyarakat dan yang termasuk di dalamnya yaitu sopan santun, hukum, dan moral (S. Gea, Wulandari, dan Babari, 2015). Dengan demikian, nilai dan norma berkaitan karena seseorang menaati norma bukan demi norma itu sendiri melainkan demi suatu nilai yang terbentang di belakangnya (S. Gea, Wulandari, dan Babari, 2015).

Berdasarkan pemaparan konsep nilai-nilai kemanusiaan, pembahasan artikel dibatasi pada hidayah, ikhtiar, dan pulang. Ketiga nilai tersebut disesuaikan dengan makna kontekstual yang terdapat pada Novel ”Hijrah Bang Tato” Karya Fahd Pahdepie.

Adapun, rumusan masalahnya adalah bagaimanakah memaknai nilai-nilai kemanusiaan tokoh utama dalam Novel ”Hijrah Bang Tato” Karya Fahd Pahdepie. Novel tersebut merupakan novel yang berbeda dari beberapa karya fiksi lainnya karena memiliki inovasi, mengandung realita sosial yang baik dijadikan cermin bagi pembacanya, dan kebaruan *(novelty)* sehingga layak untuk dibahas dalam sebuah kajian ilmiah melalui penelitian deskriptif dengan pendekatan sosiologi sastra. Sebagai realita sosial, perjalanan hidup Bang Tato layak dijadikan sebuah biografi fiksi dan dijadikan cermin bagi pembacanya.

Dengan demikian, berdasarkan latar belakang masalah, maka judul yang diambil adalah ”Memaknai Nilai-Nilai Kemanusiaan Tokoh Utama dalam Novel ”Hijrah Bang Tato” Karya Fahd Pahdepie.

II. METODOLOGI PENELITIAN
Penelitian yang dipergunakan adalah penelitian deskriptif. Penelitian deskriptif merupakan penelitian yang dimaksudkan untuk mengumpulkan informasi mengenai status suatu gejala yang ada,yaitu keadaan gejala menurut apa adanya pada saat penelitian dilakukan (Arikunto, 2007).

Sosiologi sastra dapat meneliti sastra melalui tiga perspektif (Endrawara, 2013). Pertama, perspektif teks sastra, artinya peneliti menganalisis sebagai sebuah refleksi kehidupan masyarakat dan sebaliknya. Kedua, perspektif biologis, yaitu peneliti menganalisis pengarang. Ketiga, perspektif reseptif, yaitu peneliti menganalisis penerimaan masyarakat terhadap teks sastra.

Watt (Suwardi, 2011) mengemukakan bahwa

konteks sosial pengarang dan sastra sebagai cermin masyarakat merupakan dua hal yang dipelajari dalam sosiologi sastra.

Lebih lanjut, menurut Watt, yang menjadi tugas dan fungsi peneliti sosiologi sastra adalah menemukan fungsi ajaran dan hiburan karya sastra dalam hidup bermasyarakat karena berkaitan dengan seni dan sastra merupakan refleksi tindakan sosial manusia (Suwardi, 2011).

Berdasarkan fungsi sosial, gambaran penelitian sosiologi sastra tentang dua hal (Endrawara, 2013). Pertama, penelitian sosiologi sastra dapat ke arah dalam kaitannya dengan keberadaan teks sastra dan pembacanya. Kedua, teks sastra tersebut dapat direlevansikan dengan kepentingan-kepentingan studi sosial yang lain, misalnya sejarah sosial.

Secara esensial, sosiologi sastra adalah penelitian tentang: (a) studi ilmiah manusia dan masyarakat secara efektif, (b) studi lembaga-lembaga sosial lewat sastra dan sebaliknya, dan (c) studi proses sosial (Endrawara, 2013).

Pendekatan populer dalam studi sosiologi sastra adalah pendekatan sastra karena sastra dimungkinkan menjadi cermin pada zamannya, kadang hanya merefleksikan keadaan pada saat tertentu, menyusun sebuah struktur mental, kenyataan imajiner, dan sebagai fungsi sosial (Endrawara, 2013).

Berdasarkan konsep sosiologi sastra tersebut, dapat disimpulkan bahwa sosiologi sastra merupakan perpaduan antara sosiologi dan sastra yang mengungkapkan kehidupan masyarakat sesuai dengan zamannya serta dapat dijadikan cermin sejarah.

Pembahasan dan hasilnya terdiri dari sinopsis cerita, unsur-unsur intrinsik, dan tiga makna kontekstual nilai-nilai kemanusiaan yang terdapat pada novel tersebut (hidayah, ikhtiar, dan pulang). Metode pengumpulan datanya menggunakan studi literatur.

III. HASIL DAN PEMBAHASAN
3.1. Sinopsis Cerita

Novel "Hijrah Bang Tato" merupakan biografi orang biasa yang diungkapkan melalui fiksi. Secara umum, isinya membahas mengenai perjalanan hidup tokoh utama, Lalan atau Bang Tato. Perjalanan hidupnya diuraikan melalui cerita hijrah sebagai preman menjadi peracik kopi. Hijrahnya dilakukan untuk mendapatkan rezeki halal bagi istrinya, Nurmah, dan kedua anak mereka, yaitu Zidan dan Qia. Sebagai mantan preman yang menikah putri pemilik pesantren, Bang Tato melalui beberapa fase kehidupan yang tidak mudah. Yaitu, diawali dengan mimpinya bertemu dengan pocong dan hal tersebut membuatnya menyadari bahwa sudah saatnya dia kembali kepada-Nya dengan menjalankan kewajiban sebagai seorang muslim. Salah satu ikhtiarnya itu dia lakukan dengan sering mengikuti pengajian ayahnya Nurmah, Abah atau Pak Haji, dan dari kegiatan tersebut, mereka bertemu kemudian jatuh hati dan menikah setelah direstui kedua belah pihak keluarga dengan perbedaan latar sosial. Bang Tato juga belajar agama dari Ustaz Fiqih.

Selama proses hijrahnya, Bang Tato perlahan meninggalkan pekerjaannya yang bermula sebagai penjaga rental dan PS, kemudian beralih sebagai tukang tato. Lalu, sebagai tukang tato dan pemusik ber-*genre rock* dalam band BTHC (Bang Tato Hardcore Crew). Band BTHC memiliki komunitas dan fans tersendiri yang terintegrasi dengan pekerjaan Bang Tato sebagai preman di wilayahnya. Setelah menikah Nurmah, Bang Tato beralih beberapa pekerjaan pada waktu yang berbeda, yaitu penjual indomie moshing, penjual nasi uduk, '*bodyguard*' Fahd Pahdepie, dan peracik kopi.

Tak hanya berganti pekerjaan, Bang Tato juga melalui fase yang naik-turun dalam ikhtiarnya serta bersosialisasi dengan lingkungan sekitarnya. Selain itu, Bang Tato kehilangan beberapa orang yang dikasihinya dan membuatnya berada pada titik buta serta berkeinginan untuk pulang. Akan tetapi, berkat dukungan sang istri, Culing (Ahmad Hilal)-teman akrab Bang Tato, keluarga, rekan sekerja di Father & Son Barberspace, serta pimpinannya-Fahd, Bang Tato kembali menjalani kehidupan yang baik sebagai seorang muslim. Dengan demikian, Bang Tato merupakan tokoh utama yang berasal dari orang biasa dengan kisah yang bersifat lokal, personal, dan tetap memiliki nilai-nilai kemanusiaan di masyarakat. Dari proses penceritaan tokoh utama tersebut, maka diperoleh rangkaian peristiwa yang menarik untuk dikaji dari berbagai segi sastra, salah satunya sosiologi sastra dan pemaknaan nilai-nilai kemanusiaan.

3.2. Memaknai Nilai-Nilai Kemanusiaan
Pada Novel "Hijrah Bang Tato" terdapat nilai-nilai kemanusiaan tokoh utama yang dapat dijadikan cerminan serta dikaji ilmiah. Akan tetapi, pada pembahasan kali ini, nilai-nilai tersebut dibatasi pada pemaknaan hidayah, ikhtiar, dan pulang.

3.2.1 Hidayah
Pembahasan dan analisis mengenai hidayah terdapat pada beberapa halaman pada Novel "Hijrah Bang Tato" Karya Fahd Pahdepie. Pertama, yaitu terdapat pada halaman 60:

> Sebelum hijrah batin, Tato terlebih dahulu melakukan hijrah lahir. Dia pindah dari Bali ke kampung kakeknya di Rumpin, Bogor.

Artinya, Bang Tato mengalami perpindahan tempat tinggal sebagai upaya pembuktian diri bahwa dia mampu mandiri. Hal itu dibuktikan dengan kepindahannya ke Bali dari Rumpin, Bogor. Di Bali, Bang Tato menekuni pekerjaan sebagai *tatoo artist* yang cukup dikenal dan segani. Dengan uang yang diperolehnya tersebut, Bang Tato mengirimkan uang untuk biaya berobat ke kakeknya di Rumpin melalui sepupunya. Saat mengirimkan uang itu, Bang Tato berpesan kepada sepupunya untuk merahasiakan dari nenek karena beliau menganggap uang yang diberikan tidak halal. Dengan demikian, sepupunya selalu mengatakan bahwa dia mendapatkan uang hasil bekerja sebagai tukang cuci mobil. Uang pemberian Bang Tato sering ditolak Nenek dan hanya diterima saat genting.

Kedua, halaman 63:

> Suatu hari, sepupu Tato menelepon bahwa sakit Kakek makin parah. Dia menyampaikan bahwa sang kakek terus menanyakan "Lalan mana? Lalan mana?" Mendengar semua itu, hati Lalan runtuh. Dia tak punya alasan lagi untuk jauh dari Kakek yang selama ini dia anggap menggantikan peran ayahnya. Dia segera berkemas."
> "Ketika di Rumpin itulah dia menemukan momen hijrah batinnya."

Hidayah kedua diperoleh Bang Tato melalui momen hijrah batinnya. Yaitu, Kakek meninggal dan Bang Tato memutuskan kembali ke Rumpin.

Lalu, hidayah ketiga diperoleh Bang Tato melalui kisah yang diuraikan pada halaman 65, 66, dan 67. Pada ketiga halaman tersebut, Bang Tato mengalami hidayah 'kagok edan'. Yaitu, Bang Tato bertemu dengan pocong berkain putih di kostannya. Saat itu, Bang Tato tidak mampu menggerakkan tubuhnya, ketakutan yang luar biasa akan kuasa Tuhan Yang Maha Esa, dan merasakan gelap di sekelilingnya. Pertemuan yang sangat berkesan hingga Bang Tato sadar bahwa dia harus hijrah menjadi orang yang lebih baik. Bang Tato pun meninggalkan pekerjaannya sebagai tukang tato, preman, dan pemain band.

Berikut adalah penggalan kisahnya:
Halaman 65:

> "Tapi, ternyata justru hidayah Allah datang saat kondisi saya benar-benar 'kagok edan' begitu,A;."

Halaman 66:

> "Itu di kos, A', nggak tahu kenapa saya ngerasa jadi gelap banget. Gelap banget

segelap-gelapnya. Nggak ada cahaya sama sekali! Aneh pokoknya. Nggak tahu gimana, saya ngerasa saya ada di dalam kubur, A'. Tiba-tiba semua badan saya merinding. Bulu kuduk saya berdiri semua. Saya waktu itu lagi telentang, tapi nggak bisa bergera sama sekali. Antara percaya dan enggak, A'. Itu di pinggir saya ngerasa ada pocong! Ada mayat dengan kain kafan putih."

Halaman 67:

> *Deg!* Mendengarnya saya benar-benar merinding. Sungguh cara Tuhan mengirim cahaya kepada orang yang dikehendaki-Nya bisa dengan jalan apa saja. Termasuk dengan melenyapkan seluruh cahaya itu dan memberi rasa takut yang berlebihan.

Keempat, hidayah selanjutnya terdapat pada halaman 24, 141, dan 161. Hidayah tersebut diperoleh dari orang terdekat Bang Tato, di antaranya Nenek dan Nurmah, istrinya. Dari Nenek, Bang Tato belajar bahwa tidak baik untuk menyakiti hati orang tua yang telah mendidiknya. Menyakiti orang tua hanya akan membuatnya menjadi manusia yang tidak berguna. Air mata nenek mampu mengubah Bang Tato berhenti mengonsumsi minuman keras dan narkoba berupa sabu-sabu karena efek negatif yang diterimanya berbahaya bagi diri sendiri dan orang lain. Selain Nenek, istri Bang Tato turut membantu membukakan hidayahnya. Berbagai ujian yang dialaminya bersama sang istri mampu membuktikan bahwa kesabaran istrinya yang membuatnya berubah. Berkat istrinya, Bang Tato memperbaiki diri.

Berikut adalah petikannya:
Halaman 24:

> Setelah menikah, karena dorongan istri dan keinginan untuk berhijrah, Lalan berniat mengubah jalan hidupnya–yang dia sebut "dunia kegelapan". Dia mulai semuanya dari awal. Konon, karena alasan hijrah itulah, dia berhenti main band, berhenti menjadi tattoo artist, untuk fokus menjadi suami dan calon ayah yang baik. Dia ingin hijrahnya utuh dan konsisten, kafah dan istiqamah. Sesuatu yang tidak mudah, tentu saja.

Halaman 141:

> Akhirnya, yang bikin saya luluh justru air mata Nenek. Di sana saya mikir, mau sampai kapan saya kayak gini? Mau sejahat apa lagi saya nyakitin nenek dan kakek saya yang sebenernya belain saya

selama ini? Mungkin itu ya yang namanya hidayah, A'. Air mata nenek adalah satu cara Allah ngasih hidayah buat saya. Mungkin air mata Nenek itu nggak ada dalilnya, nggak ada hadisnya, tapi itulah yang membukakan hati saya."

Halaman 161:

> Tampaknya, pernikahan bukan hanya mengubah hidup Lalan. Istrinya, Nurmah, juga menjadi sosok penting dalam perjalanan hijrah Bang Tato. Sejak kali pertama saya bertemu Nurmah, Tato kerap membanggakan istrinya itu. Sosok yang menurutnya begitu sabar. Yang mau menerima dirinya apa adanya. Putri seorang ustaz yang bahkan rela terus mengaji saat lapar, alih-alih mengeluh kepada suaminya yang sedang tidak punya. Padahal, saat itu Nurmah juga sedang hamil.

3.2.2 Ikhtiar

Berbagai ikhtiar dilakukan Bang Tato agar mampu mewujudkan hidayah yang diperolehnya. Yakni, berganti pekerjaan sesuai dengan kemampuannya; memulai segalanya dari nol; meninggalkan pekerjaannya yang menghasilkan banyak uang namun tidak layak dilakukan; meninggalkan kegiatan yang hanya merusak tubuh dan pikiran, seperti narkoba dan minuman keras; tidak mudah menyerah; dan mengikuti saran AA Fahd yang memberikannya pekerjaan sehingga dia memiliki harga diri, memiliki penghasilan yang stabil per bulannya, dan masyarakat menghormatinya. Ikhtiar tersebut dilakukan Bang Tato sebagai upaya menjadi manusia yang lebih baik dari sebelumnya. Hal tersebut tercantum pada kutipan beberapa halaman, yaitu halaman 21, 26 – 27, 33 – 34, 47–48, 137 – 138, 142, dan 147. Berikut adalah kutipan halaman-halamannya:

Halaman 21:

> Ternyata dia sedang berupaya mengembalikan usaha lamanya di bidang kuliner. Konon, usahanya itu pernah jaya beberapa tahun lalu. Namanya Indomie Moshing. Racikan Indomie rebus dengan toping sambal speSial yang saking pedasnya bisa bikin orang *moshing*-ekspresi membentur-benturkan tubuh, berteriak-teriak, atau hal ekspresif lain di tengah kerumunan orang yang menonton konser musik aliran keras.

Halaman 26–27:

> Saya sudah tahu sejak awal bahwa ini akan terjadi. Sebab, dia memulai bisnis ini untuk memenuhi kebutuhan pokok

hidupnya. Saya tahu, mengepulkan dua dapur sekaligus dengan satu tungku yang sama itu sulit.
…
"Sekarang saya nggak tahu harus bagaimana lagi. Bingung. Istri sudah mau melahirkan. Usaha nggak mudah. Kerja nggak ada orang yang mau terima. Terakhir diterima kerja jadi tukang panggul beras. Pas sudah sampai gudang, diusir lagi karena tatoan," katanya *nyengir*.

Halaman 33–34:

> Sejak hari itu, saya mulai memberinya pelajaran yang sebenarnya tak penting, tetapi sering juga penting. Bukan untuknya, melainkan untuk saya.
> Kadang saya minta dia menunggu seharian di depan kantor inspirasi.co, kantor saya di Ciputat, untuk *stand by* kalau-kalau saya perlu bantuan. Sebenarnya saya tak memerlukan bantuan siapa-siapa. Tapi, saya katakan saja kepadanya untuk *stand by*.
> Kadang saya minta Lalan menemani saya saat saya pergi ke satu tempat dan membutuhkan untuk melakukan beberapa hal. Lucunya, saya yang menyetir! Pernah juga saya beri satu pekerjaan aneh yang hampir mustahil mau dikerjakan orang lain. Tapi, dia kerjakan juga.
> Dari banyak "pekerjaan" yang saya berikan kepadanya, saya sampai pada satu kesimpulan bahwa orang ini sedang ingin membuktikan sesuatu dan ingin bekerja. Dia nggak banyak bertanya atau memberi *excuse*. Apa pun dia kerjakan. Meski, tentu saja, saya juga masih melihat beberapa hal kurang baik dari dirinya. Sesuatu yang masih harus dia ubah jika ingin berhasil dalam hidupnya.
> Suatu hari, karena sering bersama saya atau di sekitar saya ketika di kantor atau di tempat lain, orang-orang penasaran juga dan bertanya apa pekerjaannya. Tanpa piker panjang dia mengatakan kepada orang-orang bahwa dia *bodyguard* saya! Saya tertawa ngakak ketika dia menceritakannya.

halaman 47–48:

> Hari itu saya menandatangani sebuah kontrak proyek dengan satu perusahaan. Digitroops Indonesia, perusahaan digital marketing yang saya pimpin, mendapat pekerjaan untuk kampanye media sosial sebuah brand baru yang ingin dikenalkan

kepada publik. Karena pekerjaan besar tersebut harus diselesaikan dalam waktu singkat, sementara tim inti saya sedang mengerjakan proyek lain, mau tak mau saya harus membentuk tim *ad hoc* yang akan bekerja selama beberapa bulan. Tiba-tiba nama Tato berada di pikiran saya. *Ini rezeki dia*, saya pikir.

….

"Nanti, kamu jadi admin media sosial. Diminta untuk posting sesuai jadwal, komentar, dan lainnya. Bahannya udah ada yang nyiapin. Kamu tinggal *posting* aja, lalu lihat dan catat jumlah *like* dan percakapannya."

Halaman 137–138:

Bagi Lalan, dalam proses hijrahnya ini, keberhasilan paling besar adalah ketika dia bisa melepaskan diri dari narkoba.

"Hijrahnya mah menurut saya Alhamdulillah mudah, A'. Yang susah keluar dari narkoba. Ngelawan rasa pengin balik lagi buat ngisep si Putih."

"Si Putih?" Saya mengerutkan dahi.

"Lalan *nyengir*."Sabu-sabu, A'," ujarnya.

"Oh."

"Itu, kalau udah ngisep si Putih, A', rasanya jadi orang paling keren sedunia. Petantang-petenteng ke mana-mana. Nggak ngerasa capek. Seger aja. Pernah nggak tidur tiga hari juga biasa aja."

"Wah? Sampai gitu ya efeknya?" kejar saya.

"iya, A'. Mantep itu!" Dia mengangkat jempolnya. "Tapi, sekalinya nggak make, badan gemetaran. Rontok,. Dan, rasa penginnya, nggak tahu kenapa nggak bisa dilawan. Kacau!"

"Sakau?"

"Nggak tahu, sih. Tapi, banyak yang sebenernya lebih parah dari saya, A'. Yang sakau hebat. Saya kanya nggak gitu-gitu amat, sih."

Saya sebenarnya nggak mengerti yang dimaksud Lalan dengan sakau hebat dan sakau biasa saja. Saya tidak bisa berempati dengan situasi semacam itu karena tak pernah merasakannya. Tapi, cerita Lalan soal hijrah dari narkoba ini menarik. Dia mengambil kesimpulan yang bagus tentang hijrah dalam pengertian menjadi religius. Boleh jadi itu sesuatu yang tak memerlukan pengorbanan melewati rasa sakit yang hebat. Tetapi, hijrah dari narkoba? Menarik bagaimana dia melalui itu semua.

Halaman 142:

Setelah lepas dari si Putih, PR Tato berikutnya adalah melepaskan diri dari Air Sungai Neraka. Itu sebutannya untuk minuman keras. Dia sudah mencoba minuman keras apa saja. Dari yang murah sampai yang mahal-semahal yang mampu dia beli, tentu saja. Dari yang asli sampai yang dioplos dengan Panadol, Bodrex, bahkan Autan dan obat nyamuk. Kacau!

Halaman 147:

Salah satu gagasan paling brilian dalam hidup Tato, setidaknya menurut pengakuannya sendiri, adalah ketika dia memutuskan untuk pensiun dari dunia musik. Kagok Edan, *band* metal yang dirikan dan pimpin, akhirnya dia penuhi. Dia pensiun sebagai seorang anak metal. Sebagai *front man* sebuah *band*. Dia sudah mantap untuk hijrah.

Ikhtiar lainnya adalah seperti tercantum pada halaman 72 di bawah ini:

Halaman 72:

"Bener, Ustaz? Tapi, kata ustaz-ustaz yang lain shalat saya nggak diterima?"

"Lu boleh shalat. Bilang sama ustaz-ustaz yang pernah lu temuin itu, si Fiqih bilang lu boleh shalat. Lu boleh shalat di mana aja lu mau. Kalau masih ada yang ngelarang lu buat shalat, suruh yang ngelarang itu ketemu gua!" Nada suara Ustaz Fiqih meninggi.

Pada halaman 72 tersebut, dikisahkan bahwa Bang Tato mempelajari agama kepada Ustaz Fiqih. Dari beliau, tokoh utama belajar banyak hal, seperti shalat. Ustaz Fiqih menerima Bang Tato sebagai muridnya.

3.2.3 Pulang

Bang Tato memutuskan 'pulang' sesuai dengan fase kehidupan yang dijalaninya. Fase kehilangan seorang anak yang kehilangan ibunya (halaman 190); keinginan untuk pulang ke kampung halaman namun sulit diwujudkan karena kesibukan bekerja dan berhasil diwujudkan saat anggota keluarga meninggal dunia (halaman 191); serta kembalinya Bang Tato sebagai peracik kopi di Father & Sons Barberspace (halaman 204 dan 205). Makna pulang pada kutipan-kutipan novel "Hijrah Bang Tato" merupakan cerminan bahwa seseorang akan kembali ke khitahnya menjadi manusia yang lebih baik. Akan tetapi, pulang akan bermakna negatif apabila dilakukan dengan hal yang tidak sesuai dengan ajaran agama, etika, dan norma di masyarakat.

Berikut adalah kutipannya:
Halaman 190:

> Untuk seorang anak, kehilangan ibu adalah luka paling perih yang bisa ditanggung. Sekuat dan setegar apa pun, pertahanan batin kita akan runtuh ketika ibunda meninggal dunia. Itulah kini yang bisa saya tangkap dari lelaki berpenampilan garang di hadapan saya. Setegar apa pun dia berusaha kuat, hatinya tak akan sanggup!

Halaman 191:

> Ada rasa sedikit bersalah di hati karena sejak kelahiran putrinya saya kerap membuatnya sibuk. Tetapi, pada akhirnya semua ini sudah suratan. Di antara kita tak ada yang bisa merancang dan tak ada yang bisa mengubahnya.
> Hari itu, bagi Lalan, "Lagu Rantau" berubah menjadi lagu sedih. Bukan tentang waktu yang jahanam, kota yang kelewat kejam, atau pekerjaan yang menyita harapan. Lebih dari itu, dia telah kehilangan "rumah" tempatnya pulang. Untuk selama-lamanya.
> *Rindu menciptakan*
> *Kampung halaman*
> *Tanpa alasan*

Halaman 204:

> Demikianlah, Bang Tato pun kembali. Kini, Father & Son Barberspace kembali diramaikan dengan *playlist* Lalan yang terjebak era '90-an. Para pelanggan pun berbahagia bisa mendengarkan cerita-ceritanya lagi sambil ditemani segelas *café latte, hot chocolate,* atau *lychee tea* racikannya. Kang Aep, Kang Jajang, dan Hendi pun bahagia Bang Tato bisa kembali bersama mereka.

Halaman 205:

> Tato tersenyum mendengar sambutan teman-temannya. Dia bersyukur karena merasa diterima kembali dengan baik. Lebih dari itu, dia bersyukur karena merasa memiliki "rumah" yang memberiya rasa nyaman, rasa bangga, dan impian yang bisa diupayakan bersama. "Ah, bisa aja," katanya tersipu.

3.3. Unsur-Unsur Intrinsik
Unsur-unsur intrinsik pada novel "Hijrah Bang Tato" terdiri dari tema, alur, penokohan, pesan atau amanat, latar, dan sudut pandang atau gaya penceritaan. Secara umum, temanya berkaitan dengan *human interest,* khususnya kemanusiaan

sehingga menarik minat pembaca karena dilatarbelakangi oleh kedekatan pembaca dengan konflik yang dihadapi tokoh utama. Tema tambahannya adalah kasih sayang, persahabatan, dan ikhtiar manusia menjadi lebih baik dari sebelumnya melalui berbagai macam pengalaman yang dihadapinya. Alur yang dipergunakan menggunakan alur campuran, maju dan mundur. Hal tersebut dari urutan bab yang terdapat pada daftar isi, yaitu Prolog-sungai yang Lupa pulang dan uraian cerita; menceritakan pengenalan dua tokoh utama, yaitu Bang Tato dengan istrinya; sesekali mundur menceritakan alasan mengapa Bang Tato hijrah dan bagaimana dia menikah dengan istrinya yang putri seorang pemilik pondok pesantren sedangkan dia adalah mantan preman, pemusik, dan tukang tato; kemudian maju menceritakan biografi Bang Tato di periode kehidupan selanjutnya, serta hubungan tokoh utama dengan tokoh lainnya.

Pada novel "Hijrah Bang Tato", penokohan terdiri Bang Tato, Fahd, Nurmah, Culing, Abah, dan sebagainya. Para tokoh tersebut berpusat kepada kisah Bang Tato atau Lalan. Setiap tokoh berperan sebagai tokoh yang mengiringi langkah Lalan untuk hijrah. Karakteristiknya pun beragam. Misalnya, Culing sebagai sahabat dekat Lalan yang setia mendampinginya.

Pesan atau amanat yang novel, yaitu berikan kesempatan orang lain yang berhijrah dengan sebaik-baiknya; sebaiknya, jangan menilai seseorang hanya dari penampilannya; dan keinginan akan tercapai jika diiringi dengan ikhtiar dan doa. Berkaitan dengan latar, secara umum latar tempatnya adalah di Jakarta, Bogor, dan Tangerang. Latarnya juga dipengaruhi lingkungan yang bertutur dan kebudayaan Sunda sehingga terdapat beberapa kosakata yang mencerminkan daerah tersebut, dua di antaranya adalah 'kagok edan' dan 'kacaulah'. Adapun, sudut pandang atau gaya bertutur menggunakan penyebutan orang pertama, yaitu aku atau saya. Penyebutan tersebut terlihat pada narasi penulis yang menceritakan Lalan dari kacamata sang tokoh Fahd Pahdepie.

IV.KESIMPULAN
Berdasarkan latar belakang masalah, permasalahan, dan hasil pembahasan, maka disimpulkan bahwa makna kemanusiaan yang terdapat pada Novel "Hijrah Bang Tato" merupakan hal yang menarik untuk dikaji dan diaplikasikan. Hal itu karena terdapat nilai-nilai kemanusiaan yang baik dan dapat dipraktikan generasi bangsa saat ini dan generasi di masa depan. Selain itu, diharapkan penelitian ini dapat dilanjutkan pada studi penelitian lainnya. Pengungkapan kisah yang diambil melalui biografi orang biasa layak dijadikan dalam sebuah novel serta sebagai kajian penelitian. Di antaranya, di

bidang bahasa, sastra, humaniora, dan linguistik.

REFERENSI

Arikunto, Suharsimi. (2007). Manajemen Penelitian. Jakarta: Rineka Cipta. 234-236.

Awuy, Evie Sukayasa. (2014). Pengintegrasian Nilai-Nilai Kemanusiaan (Human Values) Dalam Pembelajaran Tematik Sekolah Dasar. Jurnal Kreatif Vol 17, No 2. http://jurnal.untad.ac.id/jurnal/index.php/Kreatif/article/view/2952/2030. 54-61.

Endraswara, Suwardi. (2013). Metodologi Penelitian Sastra. Yogyakarta: CAPS. 77-95.

Muslimin. (2011). Modernisasi dalam Novel Belenggu Karya Armijn Pane. "Sebuah Kajian Sosiologi Sastra". Jurnal Bahasa, Sastra, dan Budaya. Vol 1, No.1 Mei. 126-145.

Nurgiyantoro, Burhan. (2002). Teori Pengkajian Fiksi. Yogyakarta: Gadjah Mada University Press. 1-342.

Pahdepi, Pahd. (2017). Hijrah Bang Tato. Yogyakarta: Bentang. 1-246.

Pateda, Mansoer. (2001). Semantik Leksikal (Edisi Kedua). Jakarta: PT Rineka Cipta. 78-157.

Rafiek, M. (2013). Pengkajian Sastra: Kajian Praktis. Bandung: PT Refika Aditama. 127.

S, Gea Antonius Atosokhi Gea, Antonia Panca Yuni Wulandari, dan Yohanes Babari. (2003). Character Building I. Relasi dengan Diri Sendiri. Jakarta: PT Elex Emdia Komputindo. 1-233.

S, Gea Antonius Atosokhi Gea, Antonia Panca Yuni Wulandari, dan Yohanes Babari. (2005). Character Building II. Relasi dengan Sesama. Jakarta: PT Elex Emdia Komputindo. 141-162.

Suwardi (2011). Bahan Kuliah Sosiologi Sastra. FBS Universitas Negeri Yogyakarta. 1-193.

The Effects of Student's Perception on Role Play Technique and Student's Learning Motivation on Speaking Skills

Sufi Alawiah[1], Suwarsito[2]

[1]ABA BSI Jakarta
Email: sufi.sfy@bsi.ac.id

[2]AMIK BSI Bogor
Email: suwarsito.swr@bsi.ac.id

Abstract - *This research is a kind of survey and aims to find out and analyze empirically the effects of student's perception on role play and students' learning motivation on speaking skills. The observed population of this research is IX grade students of State Junior High School, North Jakarta, which total of 195 students. The samples are 66 students which are divided evenly 11 students per class. The collection of the data is done by questionnaire and objective test for independent and dependent variables. The gained data was then analyzed by using correlation technique and double linier regression. The result of this research are: 1)There is a significant effect of student's perception on role play method and learning motivation jointly on student's speaking skill, based on the ANOVA table, the sig. value revealed is 0.000 which is lower than 0.05. Since sig. value < 0.05; 2) There is a significant effect of student's perception on role play method on students' speaking skill, since t value > t (2.999 > 1.998); 3) There is a significant effect of learning motivation on students' speaking skill, since t value > t (5.119> 1.998). The findings of the research shows that all indicators for student's perception on role play, motivation and speaking skill variables are valid and reliable.*

Keywords: Learning motivation, speaking skill, motivation and speaking skill

I. INTRODUCTION

English teachers teach English as a tool to communicate orally and in writing. To communicate is to understand and express information, thoughts, feelings, and to develop science, technology, and culture. Ability to communicate in a full understanding is the ability to discourse, consisted of the ability to understand and/or produce spoken text and/or written which is realized in the four language skills, namely listening, speaking, reading and writing. These skillsare used to respond to or create a discourse in public life.

Competency Standards and Competencies Basic SMP states that English subjects is directed to develop these skills (listening, speaking, reading and writing) so that graduates are able to communicate and to produce discourse in English at a certain level of literacy (Badan Standar Pendidikan Nasional, 2006:129).

English literacy levels comprised of performative, functional, informational, and epistemic. At the performative level, people are able to read, write, listen, and speak with the symbols used. At the functional level, people are able to use language to meet the needs of daily living such as reading newspapers, manuals or instructions. At the informational level, people are able to access the knowledge of the language, while at the epistemic level of people able to express knowledge in the target language (Badan Standar Pendidikan Nasional, 2006:129).

261 Junior High School is located at Muara Angke fishermen residential area whereas the students having various background and a wide range of social status, mostly middle class and below. Level of Intellectual ability is poor, while harsh social characters tend to require hard work for the educators to develop their characters, more polite in the order of ethics and aesthetics of behavior in their daily lives. Though in their daily life, English is not an important issue, yet with the rapidly increasing globalization, the dominance of English as a language of communication is inavoidable. In 2010 the estimated number of people who used English as a foreign language or second language will exceed it's native speaker. Also with the enactment of AFTA (Asean Free Trade Area) and AFLA (Asean Free Labour Area).

One method of learning English is the Role play method. Role play is a kind of motion games in which there is purpose, rules while simultaneously involves excitement. In this method, the students is situatedin certain condition outside of the classroom, while the method itself take place in the classroom learning, using the English language. Role Play is often intended as a form of activity in which the learners imagine themselves as if they were outside

the classroom and play the role of others when using English.

The study is comprised of two subjects, the students and the teacher. Learning processes and outcomes are influenced by students' interest and motivation. Motivation to learn can arise because of the external attractiveness (encouragement from the guidance of teachers, parents, friends, environment) or from within the student (motivation to excell, desire for a scholarship, etc.), the teacher must be able to apply teaching methods that motivates students to learn and monitors the implementation efforts to improve student learning outcomes

Based on the explanation above, the witer will emphasize the problem related to the effect of perception of role play and learning motivation towards speaking skills that will be discussed on this paper entitled " **The Effects of Student's Perception on Role Play Techniqueand and Learning Motivation on Student's Speaking Skills"**

1. Role Play

a. Definition of Role Play
The activity of study is done by two persons which are the teacher and the student. The teachers teach while the students study. In this activity learning is dealt with finding the best learning model to be tested and further developed in the learning activities. All learning methods is developed to enhance the quality of learning.

Strategy as according to Kemp is a learning activitiy which must be carried out by the teacher and the students to fulfil the objective of the study effectively and efficient. While Kemp, Dick and Carey (1985) said that learning strategy is a set of learning material and prosedures to be used in conjuction to exert a certain result on the student (Rusman, 2012:132).

To implement learning program, a method is required. A certain strategy may implement several methods, such as expository that used narration and discussion on a certain topic. Strategy dealt with a planning to reach a certain objective, - a plan of operation achieving something; while method is a way in achieving something (Rusman, 2012:132).

Role play method in the learning process is used to learn about the introduction of the feelings and problems faced by students, and to develop problem-solving ability. Role play techniques aimed at solving problems involving human relationships, particularly with respect to students' lives and to motivate students to pay more attention to the material being taught.

Role play is a simulation of the behavior of those characters in play, this meant to train students in real situations; to train them intensively oral language, and provide opportunities for students to develop communication skills. Joyce and Weil (2007: 70) explains that with role play, students can improve their ability for self-respect and feelings of others, they can learn good behavior for handling difficult situations, and they can practice their skills in problem solving

Role-play is an useful tool since through this activity, more cognitive demands on learners' comprehension and production system are made and learners' ability to instantaneously incorporate sociopragmatic and pragmalinguistic knowledge in interaction are examined. This technique is virtually one of the ways we can give our learners the opportunity to practice improving a range of real-life spoken language in the classroom (Aliakbari and Jamalvandi, 2010:20).

In their study, Platt and Brooks (1994) studied the interpretation of role-play by two different groups which revealed that, one group simply carried out the instructions in a mechanical fashion while the other group reconstructed the task in accordance with their own goals. They managed to show that the kind of talk produced by two groups differed greatly. with far more metatalk evident in the second (Aliakbari and Jamalvandi, 2010:20). Najizade (1996) concluded that role-play as an activity for bringing real language situations into classroom was considerably effective in improving subjects' acquiring the foreign language structures (Aliakbari and Jamalvandi, 2010:20).

In concept, role play is very applicable to the activity of CTL in the classroom teaching and learning as a teaching technique for speaking. Role play can attract students since it's provide the opportunity to practice speaking in a language they are learning in real situations of communication.

> *"Role play is drama like classroom activities in which students take role of the defferent participants in a situation and act out what might typically happen in that situation" (Richard, Jack, Platt, John, weber, Heidi, 1985:246)*

A well used role play can reduce the artificiality of the classroom, provide a reason for talking and allow the learner to talk meaningfully to other learners. Role play differ from the controlled practice of the dialogue or dialogue with slots for the learners to substitute alternatives. It has the element of freedom and possibility of surprise.

Role play method is one of the learning process in the category of simulation method. According to Dawson, as quoted by Moedjiono & Dimyati, simulation is a generic term relating to organization and operation of a model that replicates the processes

of behavior. Meanwhile, Ali argued that simulation method is a way of teaching by making the imitation of behavioral processes.

Simulation teaching method is divided into 3 groups, as proposed by Ali quoted from ProIbid, namely: (a) sociodramatic, a kind of social drama to embed the ability to analyze a particular social situation, (b) psychodrama, which is almost similar to the sociodramatic. The difference lies in the emphasis. Socio drama emphasizes on social issues, while psychodrama emphasizes on the psychological influence, and (c) Role-Playing, a method that aims to describe a past event.

Meanwhile, Moedjiono and Dimyati also divide simulation teaching methods into 3 groups as follows:
(1) Simulation games, is a game where the players act as a decision maker, acting as if they were really involved in a real situation, and/or compete to achieve specific objectives in accordance with prescribed roles for them;
(2) Role Playing, which is playing predefined roles based on previous events, intended to recreate the circumstances of history/past events, creating possibilities of future events, reproduce enriched current or imagining a particular situation in a place and/or time, and
(3) Sociodramatic (sociodrama) which is the manufacturing a group problem solving that focused on an issue related to human relations. Sociodramatic provides the opportunity for students to determine alternative solutions to problems that arise and become the group's attention.

Learning by using role play is a learning method which in a way reproducing an actual situation to gain an understanding of a concept. In this method the studentshave the opportunity to be actively involved to better understand the concepts and remember more intense.

Role play method is a method of learning in which the students pretend or imitate of the situation of historical figures in such a way. Thus role playing involves the students to pretend to play the roles/characters involved in the process of history. Role playing is a part of simulation method directed to the creatively recreate historical, actual events, or events that appear.

b. Role Play benefits and advantages
The use of role-plays in class offer the following benefits:
- Enable students to work together as a team or group, and communicate in order to understand each other, not mere simple acts of reading or reproduction of information;
- Can be adapted to the needs of the students, such as using specific situations vocabularies;
- Provide more responsibility in students' learning by encouraging interaction;
- Enable students to evaluate their learning progress and their level of English (Anne Dorathy & Mahalakshmi, 2011:3).

There are alot of advantages both teacher and students can get from role play technique. Maley stated that role is one of a whole gamut of communicative techniques which develops fluency in language students which promote interaction in the classroom, and which increases motivation. Further, Maley tells some reasons to use role play in language class. Here is a list of the main reasons:
1. Through role play activities, a very wide variety of experience can be brought into the classroom. By using role play, the teacher can train the students in speaking skills in any situation.
2. Role play puts students in the situation in which they are required to use and develop the language.
3. Students can try out and experiment with the language in a friendly and safe environment of a classroom.
4. Role play can help many shy students by providing them with a mask. The students aredeliberated by role play as they no longer feel that their own personality is implicated.

Moreover, Wood stated that role play can also be freer or more open. The advantage of such activities is that the purpose is very clear to students and the teacher can control how much support to give them.

Referring to what has been explained above, it can be concluded that a role play is a classroom technique that encourages students to participate actively in the process of learning in which learners play a part, and experience the language in context of real life communication.

2. Learning Motivation
Learning processes and outcomes are influenced by students' interest and motivation. Motivation to learn can arise due to external attraction (encouragement from the guidance of teachers, parents, friends, environment) or internal from within the student (like wanting to excel, want to get a scholarship, etc.).

It is accepted for most field of learning that motivation is essensial to success: that we must willing to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. We need, therefore, to develop our understanding of motivation – what it means, where it comes from and how it can be sustained.

Motivation can be described as something that energizes, directs, and sustains behavior toward a particular goal (Blerkom, 2006:14). Motivation

affects whether or not you do your work, which study strategies you decide to use, when you do your work, how long you work on a task, how well you concentrate on it, how much effort you expand doing it, and what you learn from completing the task. The same definition of motivation is also mentioned by Krause, et.al. According to them, motivation can be thought of as an internal process that energises, directs and maintains behaviour over time. Each of these components is important. 'Energising' is what starts you off and gets you going. 'Direction' determines what you do, what choices you make or what interests you pursue, while 'maintenance' ensures that this activity continues over time (2010:262).

Motivation is what moves us to action: why we start, go on with or stop an activity; giving a motive to do something; internal processes and external incentives that spur us to satisfy a need; the response we make to challenges and threats in situations where success or failure possible; the marshalling of enthusiasm, confidence and persistence. In other word, motivation is the pilot light of learning (McLean, 2009:7).

The ways in which individuals learn languages and the outcomes of their learning efforts are influenced by a variety of individual psychological factors. These factors, icluding motivation, affective state and beliefs, describe conditions that are dependent on context or experience and therefore more amenable to change (Benson, 2001:67). This is also supported by Dressel and Marcus who said that learning is dependent upon motivation, direct sensory experiences, activities conducive to learning, and the ability to use an abstract symbolic language.

Besides the definition given by some experts above, there are other various definition of motivation that have been proposed over the course of decades of research. Following are three different perspectives of motivation:

1) From a *behavioristic* perspective, motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. In this view, our acts are likely to be at the mercy of external forces.

2) In *cognitive* terms, motivation places much more emphasis on the individual's decisions - the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. There are six needs undergirding the construct of motivation: First, the need for *exploration*-for seeing or probing the unknown. Second, the need for *manipulation*-for operating on the environment and causing change. Third, the need

for *activity*-for movement and exercise, both physical and mental. Fourth, the need for *stimulation* - the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings. Fifth, the need for *knowledge* - the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge. Finally, the need for *egoenhancement*, for the self to be known and to be accepted and approved of by others.

3) A *constructivist* view of motivation places even further emphasis on social context as well as individual personal choices. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. Abraham Maslow (1970) viewed motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, three of which were solidly grounded in community, belonging, and social status. Maslow saw motivation as dependent on the satisfaction first of fundamental physical necessities (air, water, food) then of community, security, identity, and self-esteem, the fulfillment of which finally leads to self-actualization.

To have better understanding about these three views of motivation, it can be seen on the following table:

Table 1: Three views of motivation

Behavioristic	Cognitive	Constructive
• Anticipation of reward • Desire to receive positive reinforcement • External individual forces in control	• Driven by basic human needs(exploration, manipulation, etc) • Degree of effort expended • Internal, individual forces in control	• Social context • Community • Social status • Security of groupo • Internal interactive forces in control

Motivation is all the reasons behind why we behave as we do and resolves around intentionally. We are all motivated by many different things. It is influenced by our past, present and the future.

Motivation can be defined as the power (energy) that cause one's level of persistence and enthusiasm in performing an activity, this can be derivied within the individual itself (intrinsic motivation) or from outside the individual (extrinsic motivation).

The level of motivation of the individual will determine much of the quality of the displayed behavior, both in the context of learning, work and

other life. Study of motivation is often associated with the achievement of performance.

Abin Makmun Shamsuddin suggests that the motivation of individuals can be seen from several indicators, including: (1) the duration of the activity, (2) the frequency of activity, (3) the persistence of the activity; (4) patience, tenacity and ability in facing obstacles and difficulties; (5) devotion and sacrifice to achieve goals, (6) the level of aspiration to be achieved by the activities carried out, (7) the level of qualification achievement or product (output) is achieved from the activities carried out; (8) the attitude toward the target activity (Syamsuddin Makmun, 2003:40)

3. Speaking skills (speaking English)

Speaking is one of communication skills in which the speaker shares information while at the same time he/she also gets information from the listener. For most people, the ability to speak a language has often been viewed as the most demanding of the other three skills. Chaney as quoted by Ramin Rahimy (2012:8) stated that: *"Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context."*

By speaking someone can communicate his ideas or information, and shares them to others at any situations and in a various contexts. Brown (1994;120) in bailey stated that *Speaking is an interactive process constructing meaning that involves producing and receiving and processing information.* According to Bailey *Speaking is the productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning.* Moreover, Dessalles explained that speaking is the process of expressing thought, idea or feeling in the form of spoken language. Based on the definitions above, speaking is the process of conveying meaning, expressing idea and feeling through verbal utterances at any situations and in various contexts.

The definition of conversational skills is the ability that is "active-productive", i.e. ability to produce or convey ideas, thoughts, or feelings by the speaker. This capability requires the "encoding", i.e. activities to convey the language to the other party orally. This activity is a take and give, that is at almost the same time the speaker member (give) the ideas to the other person's ideas and simultaneously accept (take) ideas of the other person. The interaction between the speaker and the speaker can be illustrated through the following scheme:
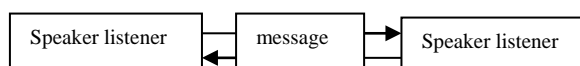

Figure 1 : speaker correlation

From this scheme can be seen that the direction of the arrow indicates the movement direction of reciprocal communication between the speakers with the listener. When someone listen to others talk (listener), when the other person may serve as speaker. While the message that will be communicated through the process of encoding presented in the form of sound symbol system (language). The change from one role to another often occurs very quickly in the form of conversation.

Speaking a language is really difficult for foreign language learners because effective oral comminication requires the skills to use the language appropriately in social interactions. Skill refers to the ability to use one's knowledge effectively in doing something.

In order to speak communicatively and effectively, one should have speaking skill. Speaking skill has to be learned, practiced and evaluated over a period of time. Speaking skill in Hyper dictionary is described as an ability to speak that has been acquired by training.

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge ofhow to use the language in the context of structured interpersonal exchange. Therefore, the students need explicit intruction in speaking, which generally has to be learned and practiced.

Learning speaking skill is very challenging for students in foreign language context, such as in Indonesia. Students have very few opportunies to use the target language outside the classroom. That is the teacher's role to facilitate the communicative learning and teaching process so that the students can practice and improve their speaking skill.

To know the characteristic of spoken language, it's good to know the things that make how to speak is difficult. What makes it difficult to speak we can see as follows:1) explanation (clustering): speaks fluent is to speak use the same phrases (phrasal), not word for word. Students can develop cognitive language and physical (in affiliated group) in several ways (clustering), 2) abundant/solid (redundancy): the speaker has the opportunity to create meaning clearly trough language tamp. So students can emphasize the oral aspect, 3) other forms of abbreviation/reduction (reduced forms): abbreviations, removal of unnecessary, reduced vowels, and others, who all have their own problems in teaching of spoken language, 4) performance variables: one of the main advantages to use oral language is the thought process of talking provides an opportunity to manifest a number of performance hesitation,

pause/stop, turn back, and correction (hesitation, pauses, backtracking, and corrections), 5) language the daily/association (colloquial language): make sure your students well grounded using words and idioms/expression and phrases daily language so they can practice in producing these forms, 6) rate of delivery: another characteristic of eloquence is the rate of delivery. One of the teacher task is to help the students reach speeds of revenue such as what is done by someone else/other students, 7) pressure, rhythm and intonation: a characteristic of the most to the pronunciation of English is fluent, and, 8) the interaction: learning to produce waves of language in a vacuum without the person who was invited to speak will damage speaking skills of its components: the creativity that is conversational negotiation.

Hipotesis

H1 : There is a significant effect of student's perception on role play method and learning motivation jointly on student's speaking skill.

H2 : There is an effect of student's perception on role play method on student's speaking skill.

H3 : there is an effect of learning motivation on student's speaking skill.

II. RESEARCH METHODOLOGY

Based on the variables studied, problem formulated and hypothesis put forth, the researcher used quantitative methods. Sugiyono (2009) defined research method as a scientific method to acquire valid data to find, prove and develop a knowledge that in turn can be used to understand, solve and anticipate a problem. Quantitative research places heavy emphasis on using formalized questions and predetermined response option in questioner of survey administered to large number of respondents. The research is *cross-sectional*whereas the data is collected during certain period of days or weeks (Kountur, 2005: 106).

This research uses Descriptive and causal design to analyze the Effect of Role Play on Students' motivation and speaking skills on IX grade students of SMPN 261, North Jakarta. Descriptive research is performed to describe the variables in the research without making comparison or correlation of the variables (Sugiyono, 2009) while causal research designs is used to analyze the effect of Role Play on Students' motivation and speaking skills.

II.1 Instruments Test
a. Validity Test
The term validity, as used in research, refers to the appropriateness, meaningfulness, correctness, and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument (Fraenkel and Wallen ; 2007:150).

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. It is rare, if nearly impossible, that an instrument be 100% valid, so validity is generally measured in degrees. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. The validity of each item in instruments was shown by significant correlation between item score and total score. This was shown by statistical measurement, correlation number. The correlation number must be equal or higher than required critical value.

To test the validity of items in instruments, the researcher used *Corrected Item-Total Correlation*, by correlating each item score with total score. The statistical table correlation coefficient used $\alpha = 5\%$ (significance at the 0,05 level) with score of r_{table} on each item. If the score of r_{value} is $\geq$ (equal or higher) than r_{table} , the instrument or each item correlates significantly with total score. In other word, the item is valid. On the other hand, if the score of r_{value} is $<$ (lower) than r_{table}, the instrument or each item does not correlate significantly with total score. In other word, the item is not valid. (Priyatno ; 2010:91)

The instruments used in this research had already been tested on a group of students which not include as samples before the researcher used them to get the data of this research. The instruments (vocabulary test and learning motivation questionaire) were given to 46 students from different class in order to get the data of instruments' validity and reliability.

b. Reliability Test

Reliability refers to the consistency of the scores obtained – how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. (Fraenkel and Wallen ; 2007: 157) In other word, a reliable instrument or test is consistent and dependable. If the same test is given to the same student or matched students on two different occasions, the test should yield similar results.

To check the consistency of an instruments, the researcher used *Cronbach Alpha Technique* using SPSS 17.00 program.

II.2 Classic Assumption Tests
a. Test of Homogeneity
Test of homogeneity was conducted to determine whether the data obtained from a population that have the same variance or not. The test of homogeneity in this research used the Levene's Test using SPSS 17.00 program.

The criteria in testing for homogeneity were as follow:

H_0 = If the p value (Sig.) > (higher than) 0.05, it can be concluded that the data are homogeny;

H_1 = If the p value (Sig.) < (lower than) 0.05 then it can be concluded that the data are not homogeny. (Sulistyo ; 2012:52)

b. Test of Normality
Test of normality was conducted to determine whether the data obtained from a normally distributed population or not.

The test of normality in this research used the Kolmogorov-Smirnov test using SPSS 17.00 program.

The criteria in testing for normality were as follow:

H_0 = If the p value (Sig.) > (higher than) 0.05, it can be concluded that the data are normally distributed;

H_1 = If the p value (Sig.) < (lower than) 0.05 then it can be concluded that the data are not normally distributed. (Sulistyo ; 2012:50)

c. Test of Linearity
Test of linearity is to determine whether the relationship between independent and dependent variables in the form of linear or not.

The test of normality in this research used the ANOVA test using SPSS 17.00 program.

The criteria in testing for linearity were as follow:

H_0 = If the p value (Sig.) > (higher than) 0.05, it can be concluded that the regression line is linear.

H_1= If the p value (Sig.) < (lower than) 0.05, it can be concluded that the regression line is not linear (Sulistyo ; 2012:54).

II.3 Multiple Regression Linear Tests
In order to get the data of the effects of the independent variables towards dependent variable, the R square test and F-test were used.

a. Coefficient of Determination (R^2) Test
The accuracy of the model can be measured by the coefficient of determination (R^2) which showed a significant amount of the contribution from independent variables (X_1 and X_2) to the dependent variable (Y).

b. F-Test

F test is used to determine whether the independent variables consisting of student's perception on roleplay (X_1) and learning motivation (X_2) collectively contribute to dependent variable – speaking skill (Y). From ANOVA or F test, if the score of $F_{value} > F_{table}$ then the null hypothesis rejected. On the contrary, if the .score of $F_{value} < F_{table}$ then the null hypothesis accepted.

c. T-test
T-test is used to determine whether each independent variable – either student's perception on roleplay

(X_1) or learning motivation (X_2) – one by one contribute significantly to dependent variable – speaking skill (Y).

From the T-test, if the score of $t_{value} > t_{table}$ then the null hypothesis rejected. On the contrary, if the .score of $t_{value} < t_{table}$ then the null hypothesis accepted.

III. RESULT AND DISCUSSION
Regression coefficient analysis is a test to the degree of significance of the relationship and the magnitude of the influence of the independent variable (X) on the dependent variable (Y). This test can be done in two ways, first by doing the F test that aims to determine the magnitude of the regression coefficient or the level of significance of the two independent variables to the dependent variable, while the second way is by t test that aims to see the partial regression coefficient of each dependent to the independent variable. From the calculation using SPPS 20.0, it is obtained the regression equation as follows.

model		Unstandardized coefficients		Standardized coefficients	t	sig
		coefficients				
		B	Std. error	Beta		
1	constant	57,561	5,353		10,753	,000
	Students' Perception On role play method	,258	,116	240	2,229	,029
	Learning method	,581	,124	,504	4,68	0,00

a. Dependent variable: students' speaking skill

Table 2: Regression Test Result

Based on the table above, it is obtained that:

a. The multiple regression equation for the regression is $\hat{Y} = 57.561 + 0.258 + 0.581$. This meant that an increase of 1 value on students' perception on role play method(provided that other variable remain the same) will contribute to an increase in Students' speaking skill as much as 0.258. While an increase of 1 value on learning motivation (provided that other variable remain the same) will contribute to an increase in Students' speaking skill as much as 0.581.

b. The effect of Students' perception on role play method (X_1) on Students' speaking skill (Y)

The contribution of Students' perception on role play method on Students' speaking skill can be written in the following formula:

$$DC = \beta_{x1y} \times (r_{x1y}) \times 100\%$$

DC   =   0.240 x 0.177 x 100 % = 4.25 %

The effect of Students' perception on role play method in enhancing Students' speaking skill is 4.25 %

.

c   The effect of learning motivation on Students' speaking skill can be written in the following formula:

$$DC = \beta_{x1y} \times (r_{x1y}) \times 100 \%$$
$$DC = 0.504 \times 0.474 \times 100 \% = 23.89 \%$$

The effect of learning motivation in enhancing Students' speaking skillis 23.89 %.

Tabel 2: Hasil Uji Regresi

a. Hypothesis Testing

Hypothesis Testing 1

The simultaneous effect of Students' perception on role play method (X1) and Learning motivation (X2) toward Students' speaking skill (Y)

Table 4.10. shows that there is a significant simultaneous effect of students' perception on role play method and learning motivation on Students' speaking skill. This is as confirmed with the value of Fo = 12.355 and Sig. 0.000 < 0.05

Hypothesis Testing 2

Table 1. revealed that there is a significant effectof students' perception on role play method on Students' speaking skill. This is confirmed with the t_{count} = 2.229 and Sig. 0.029 < 0.05.

Hypothesis Testing 3

Table1 also revealed that there is a significant effect of learning motivation on Students' speaking skill. This is confirmed with t= 4.687 and Sig. 0.000 < 0.05.

b. Discussion

1. The effect of Students' perception on role play method (X1) and learning motivation (X2) simultaneously on Students' speaking skill(Y)

The finding of this research concluded that students' perception on role play method and learning motivation have simultaneouspositive effect on the enhancement of Students' speaking skillFor Junior High School Students in North Jakarta.This meant that the students' perception on role play method and learning motivation have a significant effect on the enhancement of Students' speaking skillFor Junior High School Students in North Jakarta.

Learning a language is meant for the use of language in communication. In the learning of a language there are two categories of language skills: the productive skills, and the receptive skills. Receptive skills refer to the listening and reading, while the productive skills refer to writing and speaking. Both skills are needed in a communication activity. The teachers and students should develop an effective language skills in teaching and learning in order to enhance the use of the language they are learning.

Speaking objectives as in accordance to Brown (2001: 113) is meant for the students to be able to participate in short conversations, provide and answer questions, find ways to convey intents, gathering information from others, and much more. Primary school age children has its own characteristics in the study, compared with adult learners.

The talks involve interaction with one or more speakers. To speak effectively requires good hearing, understanding of the feelings of others, and knowledge of taking a turn or allow others to speak. There are some elements of speaking, namely: the privilege of language; management language, and interaction with others.

Teaching speaking in Junior High School starts from the easiest things to the complex cases, this is to facilitate students in the development process of their speaking ability, especially in learning English, because English is a foreign language which requires different pronunciation and intonation compared to their mother tongue.

Communicating fluently in English allows you to connect with people, participate, and solve problems in society. Fluent communication requires understanding what is being spoken or read and being able to produce fluid, well-pronounced, and accurate messages in return byspeaking and writing (Chrissine Rios, 2013:1).

2. The effect of Students' perception on role play method (X1) on Students' speaking skill(Y).

The finding of this research concluded that students' perception on role play method has a positive effect on the enhancement of Students' speaking skill For Junior High School Students in North Jakarta. This meant that the students' perception on role play method has a significant effect on the enhancement of Students' speaking skill For Junior High School Students in North Jakarta.

English teachers teach English as a tool to communicate orally and in writing. To communicate is to understand and express information, thoughts, feelings, and to develop science, technology, and culture. Ability to communicate in a full understanding is the ability

to discourse, consisted of the ability to understand and/ or produce spoken text and/ or written which is realized in the four language skills, namely listening, speaking, reading and writing. These skills are used to respond to or create a discourse in public life.

Competency Standards and Competencies Basic SMP states that English subjects is directed to develop these skills (listening, speaking, reading and writing) so that graduates are able to communicate and to produce discourse in English at a certain level of literacy (Badan Standar Pendidikan Nasional, 2006:129).

English literacy levels comprised of performative, functional, informational, and epistemic. At the performance level, people are able to read, write, listen, and speak with the symbols used. At the functional level, people are able to use language to meet the needs of daily living such as reading newspapers, manuals or instructions. At the informational level, people are able to access the knowledge of the language, while at the epistemic level of people able to express knowledge in the target language (Badan Standar Pendidikan Nasional, 2006:129).

One method of learning English is the Role play method. Role play is a kind of motion games in which there is purpose, rules while simultaneously involves excitement. In this method, the students is situated in certain condition outside of the classroom, while the method itself take place in the classroom learning, using the English language. Role Play is often intended as a form of activity in which the learners imagine themselves as if they were outside the classroom and play the role of others when using English.

In Role playing the students are treated as subjects, actively practice speaking (asking and answering in English) with his friends in certain situations. Role-play is challenging; in this method the learners display instantaneously sociopragmatic and pragmalinguistic knowledge in interaction; role-play is fun and motivating; provides the chance for quieter students to express themselves in a more forthright way and the world of the classroom is broadened to include the outside world, thus offering a much wider range of language opportunities (Aliakbari and Jamalvandi, 2010:17).

3. The effect of Learning motivation (X2) on Students' speaking skill(Y)
This research and the theories conclude that learning motivation has a positive effect on the enhancement of Students' speaking skillFor

Junior High School Students in North Jakarta. This meant that learning motivation has a positive effect on the enhancement of Students' speaking skill For Junior High School Students in North Jakarta .

Motivation can be described as something that energizes, directs, and sustains behavior toward a particular goal (Blerkom, 2006:14). Motivation affects whether or not you do your work, which study strategies you decide to use, when you do your work, how long you work on a task, how well you concentrate on it, how much effort you expand doing it, and what you learn from completing the task. The same definition of motivation is also mentioned by Krause, et.al. According to them, motivation can be thought of as an internal process that energizes, directs and maintains behaviour over time. Each of these components is important. 'Energizing' is what starts you off and gets you going. 'Direction' determines what you do, what choices you make or what interests you pursue, while 'maintenance' ensures that this activity continues over time (2010:262).

Motivation is what moves us to action: why we start, go on with or stop an activity; giving a motive to do something; internal processes and external incentives that spur us to satisfy a need; the response we make to challenges and threats in situations where success or failure possible; the marshalling of enthusiasm, confidence and persistence. In other word, motivation is the pilot light of learning (McLean, 2009:7).

The ways in which individuals learn languages and the outcomes of their learning efforts are influenced by a variety of individual psychological factors. These factors, including motivation, affective state and beliefs, describe conditions that are dependent on context or experience and therefore more amenable to change (Benson, 2001:67).

IV. CONCLUSION
This part will briefly describe the findings of the research that is concluded as following:

1. There is a significant effect of students' perception on role play method and learning motivation simultaneously on Students' speaking skill. This is confirmed with Fo = 12.355 and Sig. 0.000 < 0.05. Variablesstudents' perception on role play method and learning motivation simultaneously contributed as much as 28.2 % toward Students' speaking skill.
2. There is a significant effect of students' perception on role play method on Students' speaking skill. This is confirmed with t= 2.229 and Sig. 0.029 < 0.05. The students' perception

on role play method contributes 4.25 % in enhancing Students' speaking skill.

3. There is a significant effect of learning motivation on Students' speaking skill. This is confirmed with t = 4.687 and Sig. 0.000 < 0.05. Learning motivation Variable contributes23.89 % in enhancing Students' speaking skill.

REFERENCES

Aliakbari, M., &Jamalvandi, B. 2010.The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability; a Task-Based.Approach. Journal of Pan-Pacific Association of Applied Linguistics , v14 n1 p15-29 .

Arip.M.2009.Hubungan antara Motivasi Belajar dan Pergaulan Peer Group dengan Prestasi Belajar Sosiologi Kelas XI SMA Muhammadiyah 2 GemolongTahunAjaran 2008/2009. Thesis, Universitas Sebelas Maret.

Badan Standar Pendidikan Nasional. 2006 Standar Kompetensi dan Kompetensi Dasar SMP, Badan Standar Pendidikan Nasional.

Bailey. 2005. Adult learning and Literacy.Routledge.

Benson, William Grabe&Fredricka L. Stoller. 2001. Teaching and Researching Autonomy in Language Learning. Longman

Brown, H.D. 2001. Teaching by Principles.An Interactive Approach to Language Pedagogy. Englewood Cliffs: Prentice Hall.

Dalyono.2009. PsikologiPendidikan, PT. RinekaCipta, Jakarta.

Depdikbud. 2014. Penelitian Tindakan Kelas (Classroom Action Research). Badan Penelitian Dosen LPTK dan Guru Sekolah Menengah. Bandung: Dikti.

Dimyati&Mudjiono.2004. Belajar Dan Pembelajaran, CetakanKeempat. PT. RinekaCipta

DorathyA.& S.N. Mahalakshmi.2011.Second Language Acquisition through Task-based Approach – Role-play in English Language Teaching. English for Specific Purposes World ISSN 1682-3257 Issue 33, Volume 11.

Harmer.J. 2007.The changing world of English.In The practice of English Language Teaching. Cambridge:UK, Pearson Longman

Joyce&Marsha Weil. 2007. Models of teaching.Prentice-Hall.

Kumaravadivelu.B. 2006. Understanding Language Teaching: From Method to Post-method ESL and applied linguistics professional series.LEA'S Communication Series. Lawrence Erlbaum Associates.ISBN.

McLean.A. 2009.Motivating Every Learner. SAGE Publications Ltd.

Priyatno.D. 2010. Teknik Mudah dan Cepat Melakukan Analisis Data : Penelitian dengan SPSS dan Tanya Jawab Ujian Pendadaran. Gaya Media, Yogyakarta

_____.2009.“SPSS untuk Analisis Korelasi dan Regresi", Cetakan Pertama, Yogyakarta: GavaMedia, Yogyakarta

Richards, Jack, John Platt, and Heidi Weber.1985.Longman Dictionary Of Applied Linguistics. Harlow, Essex, England: Longman.

Rios. C. 2013. Improve Your Fluency. Kaplan University Writing Center

Rusman.2012. Model Model Pembelajaran. Depok: PT Raja grafindo Persada

Syamsuddin, Makmun. 2003. Psikologi pendidikan: Perangkat Sistem Pengajaran Modul, PT. Remaja Rosdakarya, Bandung.

Stipek. D.2002. Motivation to learn: From theory to practice (4th edition).Needham Heights.

Sri Rahayu, P. 2009. MetodePenelitianPendidikan, Jakarta: STKIP Press

Van Blerkom.D.L 2006. Orientation to College Learning.Wadsworth Publishing.

Yamin. R. 2012.The effectof Using Role-Play on Iranian EFL Learners' speaking ability. Department of English Language,Islamic Azad University.

Translation Methods and Procedures In Bilingual Storybooks

Arif Hidayat[1], Danang Dwi Harmoko[2]
[1]STIBA Nusa Mandiri
Email: Arif.aft@nusamandiri.ac.id

[2]STIBA Nusa Mandiri
Email: Danangjuventini11@gmail.com

Abstract - *This research is aimed at finding the procedures and method of three bilingual storybooks. The research method used is descriptive qualitative with content analysis. Based on the theory of Newmark about translation method and procedures, it is found that the frequently used procedures are literal, modulation, shift, addition and reduction. The translation on the first book indicated that the translator uses shift modulation, couplet, cultural equivalent, addition. In the second book, the procedures used are literal, addition, modulation, reduction, transference, expansion and couplet. Whilst, in the third book, there couplet, literal, addition, reduction, modulation, cultural equivalent, shift, synonymy, expansion procedures are found. On the other hand, the most dominant procedure used is literal and the translation method used is semantic translation. The method shows the translation orientation of the translators.*

Keywords: *Translation procedures, translation method, Newmark, bilingual storybooks*

1. INTRODUCTION

Along with the more blended people living in one place and more mobile people from one place to another, communication is getting more complex and complicated. Therefore, international languages such as English, Chinese and Arabic are used to be the bridge of communication. For this reason, too, many people realize that they have to prepare themselves and their children with one or more international language(s).

As a type of books, bilingual storybook has a function to entertain. By sending the message through its plot added with the ingredients of joy, sad dramatic and/action scenes in it. However, nowadays, storybooks taking this as a chance to become entertainment and learning media at once due to the needs of international languages.

In accordance to the bilingual storybooks, translation plays a good deal on the works as to convey the story into another language. Regarding to this, Newmark, as quoted by Hoed (2005), stated that translators have responsibility on the written, bilingual and international communication, between author and the readers. They have the responsibility on giving the truth of the source text message as what Larson (Wuryantoro, 2005) says that the meaning must be transferred constantly.

In order to transfer the message of the story to the readers, there are some procedures, methods, strategies and techniques given by many experts. One of the experts is Newmark (1988) He mentions seventeen procedures and eight methods of translation. The procedures are:

1. Literal
2. Transference
3. Naturalization
4. Cultural Equivalent
5. Functional Equivalent
6. Descriptive Equivalent
7. Synonymy
8. Through Translation
9. Shift or Transposition
10. Modulation
11. Recognized Translation
12. Translation Label
13. Compensation
14. Reduction and Expansion
15. Paraphrase
16. Couplets
17. Notes, Addition, Glosses

Whilst, the methods are word to word, literal, faithful, semantic, communicative, idiom, free, and adaptation. The methods of translation exposed by Newmark are in the level of text while procedures are level of sentences or in the smaller unit: words and/or phrase.

The procedures and methods of translation done by translators are important to send the message. The ideology of translators, whether to be faithful to the source or the target readers, will play an important role in choosing the methods of translation.

II. RESEARCH METHODOLOGY

This research is aimed at finding the procedures and method of translation adopted by translators. The sub-focus that may be entailed is the ideology of the translator that made them taking the procedures and methods. Descriptive qualitative research is chosen as the method of the research by adopting the technique of content analysis of Klaus Kripendorf (quoted by Emzir, 2010) where this technique is to build replicable and valid implication/conclusion.

Whilst, source of data taken in this the research are the following story books:

1. Animal Around Us: Butterfly
2. *Seri Mengenal Hewan Cerita Si Laba-Laba*, and
3. *Julie di Peternakan*

The data themselves are all the sentences in the source and target texts. To analyze the data using content analysis, Marrying (in Tistcher et al, 2009) mention nine steps of procedures:

1. Material decision
2. Source text situation analysis
3. Material characterization formally
4. Analysis direction decision
5. Differentiation of the questions to ask based on the theory (ies) used
6. Analysis techniques selection (order explication summary)
7. Analysis unit definition
8. Material analysis (order explication summary)
9. Interpretation

In the process number 5, the researcher takes the translation procedures and method given by Newmark in the form of the following sample instrument to help:

Table 1. Translation procedure and method

No	Storybooks	Source Text	Target Text	Translation Procedures	Translation Method(s)
1	Storybook 1	Sentence 1	Sentence 1	Procedure ?	
2		Sentence 2	Sentence 2	Procedure ?	Method ?
3		Etc	Etc	Procedure ?	
4	Storybook 2	Sentence 1	Sentence 1	Procedure ?	
5		Sentence 2	Sentence 2	Procedure ?	Method ?
6		Etc	Etc	Procedure ?	
7	Storybook 3	Sentence 1	Sentence 1	Procedure ?	
8		Sentence 2	Sentence 2	Procedure ?	Method ?
9		Etc	Etc	Procedure ?	

III. RESULT AND DISCUSSION

This part will discuss the procedures and methods of each storybooks being the sources of data i,e 'Animal Around Us', '*Cerita Si Laba-Laba*', and '...'.

1. Animal Around Us: Butterfly

There are 35 data found in this storybook. Among the data, it is found that the procedures found in the source of data are literal, shift modulation, couplet, cultural equivalent, addition.

Literal
There are nine data categorized as literal procedure found in the storybook Animal Around Us. The data are concluded as literal because the translator translate it literally without giving any changes to them. The following data are the examples of this category.
Datum 5
SL: *Suatu hari, aku bertemu kakekku*
TL: One day, I met my grandfather
Here, we found that the datum is translated literally to the target language. Though the source language *bertemu* is translated as met, there is not any change since the context is past tense where it happened before. Another example can be seen in datum 23:
SL: *Beberapa hari kemudian ulat itu berubah.*
TL: Few days later the caterpillar changes.

As in the previous example, the TL does not have any changes. It uses simple present tense since it is a fact information,

Shift
Among the data, there are about fourteen data are included as shift procedure; The shift ranges from the changes from plural to singular, the changes of structure and the changes of the parts of speeches. The followings are the examples of translation shift found in the data:
Datum 6
SL: *Kakekku bercerita kepadaku tentang kehidupan kupu-kupu*
TL: He told me about the life of butterfly
Here in this datum, the translator changes the source word *kakekku* with the target language 'he'. The changes is done since the word 'he' refers to *kakek* (the grandfather of the character telling the story) which has been mentioned earlier so that it doesn't give redundancy and it won't change the meaning convey to the readers.
Another example is datum number 14 as the following:
SL: *Racun gatal itu berfungsi sebagai alat perlindungan bagi ulat.*
TL: The itchy poison has a function as a protector.
The target language sentence indicates the change of part of speech happens to the source word *berfungsi* into 'a function'. This shows that the author change

verb (*berfungsi*) into noun (function). It is the category of class shift.

However, there are two shift procedure sentences causing changes on the meaning. The changes are detect of the different structure tenses. Theses sentences are the data number 2 and 3. The sample is the datum 2 as the following:

SL: *Aku terbang ke taman-taman dan pepohonan untuk mencari bunga.*

TL: I am flying around the parks and trees to get flower.

In the source language, the structure tense is in the present tense. While, the translated version is in the form of progressive. We can see that the source language sentence shows the habitual action or fact done by butterflies daily/habitually. It is different to the translated version which shows something in process.

Modulation

There are five modulation procedure found among the data, the translator wants to show us the different point of view through the modulation procedure he has done as the following example:

Datum 4:

SL: *Karena makanan kupu-kupu adalah sari bunga.*

TL: Because my food is flower's essence.

Datum 4 display the changes of *makanan kupu-kupu* into 'my food'. The changes shows the different point of view of the story teller: third person into the first person. The source language text indicates the position as the third person telling the story. Whilst, in the target language, the position of the story teller is being the first person (the young butterfly). The changing of point of view can also be seen in datum 9:

SL: *Sepuluh hari kemudian kulit kepompong retak*

TL: After ten days the cocoon's skin cracks

The translator changes the source phrase *Sepuluh hari kemudian* into 'After ten days'. He wants to show that the phrase *sepuluh hari kemudian* which can literally be translated as 'ten days later' are possible to translate as 'after ten days' without changing the meaning.

Addition

Two additions are found in the data. The addition procedure are found in datum 32 and datum 33,

Datum 32

SL: *Itulah yang disebut dengan metamorfosis.*

TL: This is what we called *metomorphosis.*

In datum 32, the author add target word 'we' in the translation. He adds the word to complete the active sentence. Meanwhile, the following is datum 33:

SL: *Metamorfosis adalah perubahan bentuk.*

TL: *Metomorphosis* is a process of changing shape.

Here in datum 33, the translator adds the target word 'process of'

Cultural Equivalent

Cultural equivalent procedure is also found among the data. The cultural equivalent procedure can be seen in datum 7 as the following:

Datum 7

SL: *Wah, aku senang sekali.*

TL: Wow, I was very happy

There is an interjection which is related to Indonesian culture in the source language: *wah*. This interjection then is translated with the suitable interjection in target language: 'wow'.

Couplet

There are two couplet procedures found in the data. The translator combine two or more procedures in one translation sentence. The couplet procedure is in datum 8 and datum 19.

Datum 8

SL: *Sepasang pengantin kupu-kupu meletakkan telur-telur sang betina di daun.*

TL: A couple of butterfly lay their eggs on a leaf.

In datum 8, the translated version has two types of translation procedures: reduction and modulation. The reduction happens in the first phrase of the source sentence: *'sepasang pengantin'*. The translated version is only in the form of 'a couple'. Meanwhile, the modulation happen in the translated version of *telur-telur sang betina* into 'their eggs'. The translator wants the translated version readers view that the eggs belong to the spouse, not only the female.

Error Data

Despite the procedures found above, there are two data rejected to analyze. It happens since the data don't fulfill the requirement of translated version. The following is the example of the rejected data:

Datum 21:

SL: *Maunya tidur-tiduran terus.*

TL: It just lying down.

The translated version cannot be analyze since it doesn't fulfill the requirements of sending the source meaning. Furthermore, it doesn't fulfill the requirement of a full sentence.

Translation Method in 'Animal Around Us: Butterfly'

Seeing the findings of procedures in the 'Animal Around Us: Butterfly' storybook, it can be concluded that the translation method adopted by the translator according to Newmark's theory is semantic translation since the the translator has given his effort in translating based on the context, not only literally. However, the translator still doesn't dominate the attention on the target language readers.

2. Seri *Mengenal Hewan: Cerita Si Laba-Laba*

Seri *Mengenal Hewan: Cerita Si Laba-Laba* is a short bilingual storybook published by *Gema Insani*. There are only twelve data in this book. Amon the

data, it is found that the procedures found are literal, addition, modulation, reduction, transference, expansion and couplet. The most dominant procedures used is literal procedure.

Literal

This procedure is one of the most dominant procedures found. The translator translate the source language sentence and/or utterance literally. The following is the example of this procedure:

Datum 5

SL: *Aku tidak boleh sombong karena memiliki serat sutera yang kuat.*

TL: I must not be arrogant because of having the strong silk fibers.

Here in datum 5, target language sentence shows that there is not any change done. It is just translating the source language sentence. The similar thing happens to the following datum:

SL: *Kawan, semua keunikan laba-laba diciptakan oleh Allah Ar-Rahmaan.*

TL: Friends, all of spider uniqueness are created by Allah The Most Gracious.

As the previous example, this sample also doesn't show any changes to the translated version. Though there is a phrase showing the character of the God, the translator keeps it literally translated.

Addition

There are two addition procedure found among the data. In translating the source language the translator uses this procedure frequently. The following is the example of the procedure found in the data:

Datum 6

SL: *Kami makhluk yang kecil dibanding hewan berbisa lain.*

TL: We are really smaller creatures than other poisonous animals

In datum 6, the translated version has additional word 'really'. Probably, the translator wants to emphasize more on the word small. Besides, in the word 'small' itself, inflectional morphem –er is also add.

Datum 3

SL: *Tubuhku berbuku-buku atau disebut arthropoda.*

TL: My body is knuckled or it is called arthropod.

The next datum shows that the translator adds the word 'it' in the translated version. The possibility is that the translator wants to give stress on the previous clause.

Reduction

The same with the addition procedure, reduction procedure is also found at the same number.

Datum 4:

SL: *Ternyata kami memiliki sepasang rahang bertaring besar dan alat bantu mulut seperti tangan bernama pedipalpus*

TL: In fact, we have a pair of big tusk jaws and a device that is called *pedipalpus*.

The example shows us that *alat bantu mulut* in source language sentence is translated as 'a device'. The translator chooses not to translate *mulut*. Another datum presenting reduction procedure is datum number 8:

SL: *Wah, bagaimana kami makan ya?*

TL: How do we eat?

There are two words having reduction in the source language version. The first source language word *wah* is an interjection showing surprise. The second untranslated word is *ya*.

Modulation

As Reduction and addition, there are also two data included as modulation. The following is the example of modulation found:

Datum 9

SL: *Untuk menangkap serangga, jenis laba-laba dapat menginjeksi melalui sepasang taring.*

TL: To snare an insect, we injects poison through our tusks.

In the example, the phrase *jenis laba-laba* is translated as 'we'. The translator changes the point of view of the story teller. On the source language, the author posits herself as the third person while the translated version shows that the story teller is the first person.

Transference

There are only one transference procedure found here. It is in datum 1:

SL: *Assalamualaikum, Kawan….*

TL: *Assalamualaikum,* friends….

Here, the translator doesn't change or translate the *Assalamualaikum* from the source language. Even it is originally Arabics, the translator let it be as the original one. It is different to the previous case where the translator changes ArRahmaan (Arabics word mentioning one of the character of The God) is translated literally into English.

Expansion

It is found that there are one datum showing the expansion. It is datum 12:

SL: *Serat sutera itu dihasilkan dari kelenjar yang disebut spinneret yang berada di bagian belakang tubuh kami.*

TL: The silk fibers are produced from a gland which is called spinneret. It is in the back of our bodies.

The translated version indicates the expansion by expanding one sentence into two sentences.

Couplet

Beside single procedures found in the data, there is also couplet or combination of two procedures in one place as shown in datum 11:

SL: *Tubuhku bagian depan yang disebut prosoma adalah gabungan kepala dan dada.*

TL: My front body is called *prosoma*. It consists of head and breast.

The translated version shows that there is shift procedures by changing noun phrase and adjectival phrase at the beginning into one full sentence and make the next part into another full sentence. At the same time, the expansion procedure is also done by expanding one sentence into two.

3. *Julie Di Peternakan*

'Julie di Peternakan' storybook is different to *'Seri Mengenal Hewan: Cerita Si Laba-Laba'. 'Julie di Peternakan'* is a quite long bilingual storybook. Besides, among the three storybook analyzed in this research, this book is also different since the source language is English, while the target language is *Bahasa Indonesia*. There are 89 data in the book. Among the data, there couplet, literal, addition, reduction, modulation, cultural equivalent, shift, synonymy, expansion procedures are found. Of all the procedures, literal is the most dominant among them.

Literal

As mentioned earlier, literal procedure is the most frequent procedure being used by the translator, of 89 data, there are 28 data belongs to this category. The following datum is the example of the category:
Datum
SL: "Good Morning, Sir. What are you doing?" asked Julie.
TL: *"Selamat pagi, Pak. Bapak sedang apa?" tanya Julie.*
Here, the translated version has only the literal translation without any other changes. Another example can be seen in datum 8:
SL: "Can I help you?" asked Julie.
TL*: "Bisa aku bantu, Pak?" tanya Julie.*
There is no changes found in the target utterances and/or sentence since it is only translated literally. The longer example can also be seen in the following:
SL: "Can you take care of him? You have to give him fresh hay and brush him a bit. You're not scared, aren't you?" asked Mr. Peter.
TL*: "Bisakah kamu mengurus dia? Kamu harus memberinya jerami segar dan menyikatnya sedikit. Kamu tidak takut, bukan?" tanya pak Peter lagi.*
Though the datum is relatively long enough, there is no indication that there is any changes made by the translator.

Modulation

Beside literal procedure, there are some numbers of procedures used by the translator. One of some procedures frequently used is modulation. It is found that there are thirteen data are categorized as modulation. Datum number 4 as the following:

SL: Julie liked going to the farm because it's full of surprises!
TL: *Julie sangat senang pergi ke peternakan karena di sana banyak sekali kejutan!*
In datum 4, the translator translated the sub-clause 'it's full of surprises!' as *'di sana banyak sekali kejutan'*. Rather than using the literal translation *penuh kejutan*, the translator prefers using what is written above. Full of surprise must have many surprise in it. Thus the translator chooses to use the other parole to convey the message since the meaning of the literal version and what is written are close enough. Besides, the effect caused by the two choices might be the same.
Another example can also be seen in datum 35:
SL: But he broke the egg.
TL: *Tetapi telurnya pecah.*
By having the translated version above the translator choose another way to say that the eggs is broken and the one braking the eggs is Boy the dog. In the source language, the subject is the dog shown by the pronoun 'he' which refers to Boy. While in the translated version, the subject is the egg. The meaning of the sentences is still the same.

Addition

Addition procedure found in the data is at the same number as modulation *i.e.* thirteen data. The example of the data is as the following:
Datum 2
SL: Her mother had told them to buy some fresh eggs.
TL: *Ibu Julie menyuruh mereka membeli telur ayam yang segar dari pak Peter.*
The translated version has an addition, ie Pak Peter which was not mentioned in source language. Where Julie had to buy the eggs had implicitly said in the previous sentence where Julie intended to go: Mr. Peter's house. However, the translator chooses to add the purposed person to buy the eggs. We can see another example in datum 15:
SL: Suddenly Boy ran inside the pen, barking.
TL: *Tiba-tiba, Boy berlari ke dalam kanding sambil menggonggong.*
The translator adds the word *sambil* in the translated version to show the correlation between the first action (ran inside the pen) and the second action (barking). There are some other additions which has the same function.

Reduction

There are ten data indicated as reduction procedure in the book. The example of data is as the following:
Datum 7
SL: "Hi Julie, I am just trying to fix this old tractor," said Mr. Peter with his hand covered in oil.

TL: "Hi Julie, *sedang memperbaiki traktor tua ini,"* *jawab pak Peter dengan tangan berlumuran oli.*
Here in this datum, the translator doesn't translate 'I'm just'. He omits the words and directly goes to part of action as the answer to Julie's question. The reduction can also be seen in datum 13:
SL: A bunch of chickens and chicks were pecking the ground looked for their feed.
TL: *Sekumpulan ayam dan anaknya sedang mematuk-matuk tanah mencari makan.*
In the translated version, possessive pronoun 'their' is not translated and omitted. Probably, the translator considers it implied in the sentence.

Cultural Equivalent
There are two data included in this category. They are data 14 and 19. Datum 14 will be the example here:
SL: "Cluck, cluck..." Julie cooed as she opened the pen
TL: *"Kur, kur..." suara Julie sambil membuka pintu pagar.*
The utterance/dialogue in source language indicates that it is the cultural word where some culture has their own way in calling hen/chicken in order to feed or call them. The translator uses the cultural equivalent *"Kur, kur..."* to be the equivalence of "Cluck, cluck..."

Shift
There are also shift procedure done by the translator in this storybook. There are four data categorized as the shift procedure here. One example of the shift is as the following:
Datum 18
SL: They all ran around, clucking.
TL: *Semua ayam berkotek sambil berlarian.*
The translator translate 'they' into *'ayam'*. There is a shift from pronoun in source language into noun in target language.

Synonymy
There are only one synonymy procedure in this book. It is the datum number 23
SL: Finally Boy came to Julie.
TL: *Akhirnya Boy menghampiri Julie.*
The word 'came' in SL is translated into *'menghampiri'* in TL. The word *'menghampir'* will be 'getting closer' if it is retranslated into english. It has close meanign to 'came'. It can be said that it is the synonymy.

Expansion
As synonymy, expansion procedure is also one datum in the book. The datum considered to this category is datum number 75
SL: She dragged walked out, brushing hay off from her clothes.
TL: *Kemudian Julie keluar dari kandang dengan sedih sambil membersihkan bajunya dari jerami.*

The words 'dragged walked out' in the source language are translated elaborately by the translator into *Kemudian Julie keluar dari kandang dengan sedih.* It is done probably to give clearer meaning of the words when translated into the target language.

Couplet
Like the precious storybooks, in this book, there are also some couplet or combination of procedures. There are sixteen data concluded as this category. The example is as the following:
Datum 3:
SL: They said hello to the cows that were enjoying the fresh grass.
TL: *Dalam perjalanan, Julie dan Boy menyapa sapi-sapi yang sedang menikmati rumput segar.*
There is a combination between addition and modulation strategy here in this datum. The addition can be seen in the addition of the adverbial phrase *'dalam perjalanan.'* Whilst the modulation occurs in the translation of 'said hello' into *'menyapa'.*

Error datum
Among all the data, there are one datum which cannot be used to analyze. It is datum number 69.
SL: He was awed by Julie's diligence.
TL: *Dia heran dengan ketekunan Julie.*
By translating 'he was awed' into *'dia heran'*, the translator changes the meaning. In the source language, Mr. Peter which was referred as pronoun 'he' had a very positive amazement of what Julie had been doing. Whilst one 'he' translated version, the using of the word 'heran' indicates a bit negative thing happens.

Translation Method
We can see that the translator has tried to give some ease to the target language readers by some procedures. However, the data shows that the method used dominantly is semantic since has used context in helping her in translation process, yet the orientation mostly goes to the source language.

IV. CONCLUSION

From the analysis, there are several conclusion can be taken from this research. The first one is that there are some procedures which frequently used. They are literal, modulation, shift, addition and reduction. It doesn't mean that the other procedures cannot be used. It is only based on the data found.
The second conclusion is that the most dominant procedure used in all storybooks is literal. It is taken that form the first book, there are nine of 35. The second book gives three of twelve data. Whilst the third book donates 28 data of 89 data.
The last one that can be inferred from this research is that all the translation of the book still used

semantic method. Though the translators have given their effort on giving some ease to the target readers, the data shows that the focus orientation is still on the source language text.

Of all the many good translation, there are found a very small number of error on the translation. The error is mostly because the shift of meaning. However, there must be a further research on the quality of translation of bilingual storybooks since it is used to attract first learners to read.

REFERENCES

Emzir. 2010. *Metodologi Penelitian Kualitatif: Analisis Data*. Jakarta: Rajawali Pers.

Haryani, Jumi. 2010. *Seri Mengenal Hewan: Cerita Si Laba-Laba*. Jakarta: Gema Insani Pers

Hoed, Benny H.. 2005. 'The Profession of Translator in Indonesia: Some Notes of Future Development. Materi' dalam *International Conference: Translation &Interpreting Studies in Indonesia*, Jakarta, 28-29 November 2005.

Wilderode, Mireille van. 2006. *Julie di Peternakan [diterjemahkan oleh Rara Tanjung Hidayat]*. Jakarta: Erlangga for Kids Newmark, Peter. 1988. *The Textbook of Translation*. ...: Prentice Hall

Sasongko, Setiawan G. 2007. *Animal Around Us: Butterfly*. Jakarta: Bestari Buana Murni

Titscher, Stefan et al. 2009. *Metode Analisis Teks dan*

Wacana, (Terjemahan Gozali dkk.). Yogyakarta: Pustaka Pelajar

Wuryantoro, Aris. 2005. 'Translation Procedures in the Translation of Scientific Terms in Textbooks. Materi' dalam *International Conference: Translation &Interpreting Studies in Indonesia*, Jakarta, 28-29 November 2005.