

Ambiguity In Soundtrack Songs Lyric of *Moana* Movie

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Abstract - The objective of this study is to identify the ambiguity in soundtrack song lyrics of Moana Movie. This study used descriptive method to analyze data. The research data collected from "We Know The Way" lyrics and "I'm Moana" by soundtrack songs lyric of Moana movie. The result of this study is indicated that : (1) There are 26 ambiguity, 8 structural ambiguity and 18 lexical ambiguity in "We Know the Way" lyric and in "I'm Moana" lyrics there are 45 ambiguity, consist of 10 structural ambiguity and 35 lexical ambiguity.. (2) The meaning of soundtrack songs lyric in Moana movie, "We Know The Way" telling the story of polynesian tribe which they are a fisherman, also, "I'm Moana" has meaning to describe who is Moana and her spirit when she almost give up to save her island and her people. The ambiguities in soundtrack song lyric's Moana movie make the audiences more interest to this movie; make more variation style in language. It has good combination with the audio.

Keywords: Ambiguity, Moana Movie, Semantic, Types Of Ambiguity

INTRODUCTION

Linguistics is the scientific study of language which is distinguish into micro linguistics (the study about the language itself) and macro linguistics (the study language outside). By those are branches divide into some part and have the function for their selves.

Semantics is one of part from micro linguistics to study of the meaning language, especially in text language such as phrase, sentence, and the meaning from some words. By the semantics, people can understand the meaning of message from the sender to the receiver.

Some of the cases usually happen between the sender and receiver is the ambiguity meaning in the word or sentence. Ambiguity usually could be find in some poetry, advertisements, song lyrics, and another texts. This case can make miscommunication between the sender and the receiver.

Song lyric is one of creation from the song writer which has a deep meaning to be delivered for the listener. Sometimes in song lyric has a difficult meaning to understand, because it has an ambiguity meaning in its structure word or sentence. Commonly, a movie has a soundtrack song; one of that movie is *Moana* movie. *Moana* is a movie made by Walt Disney Pictures and Walt Disney Animation Studios. This movie released in November 2016, and

it tells about the girl who fights to save her island and her people. *Moana* movie is not only has an interesting visual but also it has an interesting audio, because in that movie has a good combination between the story and the soundtrack song.

In soundtrack songs lyric of *Moana* movie, people can find some ambiguity meaning which want to deliver to the audience. Thus to make the meaning of song lyric is clear, the writer interest to analyze the ambiguity of song lyric. Through this paper the writer's purpose to analysis this songs to know about what is the meaning of the uses of ambiguity in every lines. Therefore writers invite listeners not only to listening but also to understanding the meaning, so it will make listeners can feel it. Based on the previous discussion, the writer wants to discuss the problem such as: What are the types of ambiguity in soundtrack songs lyric of *Moana* movie? And What is the meaning of ambiguity in soundtrack songs lyric of *Moana* movie?

THEORETICAL REVIEW

Definition of Linguistics

The purpose from study linguistic is not only about study language but also about another theory. According to Carnie (2002:4) "Linguistic is also a branch of cognitive science. Cognitive science is a term for a group of disciplines that have the same

goal; defining and analyzing human being's ability to think. Some scholars emphasize that 'the discipline of linguistics, along with psychology, philosophy, and computer science thus forms and important'. It means by study linguistics someone will be studying either micro linguistic or macro linguistic (psychology, philosophy and computer "about technology") when they are analyzing about the language, such as in grammar, structure, pronounce, meaning and other theory. Linguistics also will have to recognize laws operating universally in language, strictly rational manner, separating general phenomena from those restrict to one branch of languages or another.

Moreover, Bauer (2012:3) said "Linguistic is the word meaning 'relating to language' as well as the word meaning 'relating to linguistic'." It means linguistic science of language which is not only has important relation (either micro linguistic or macro linguistic) but also has a meaning in word or language.

From theory above the writer conclude linguistics is the study of language with purpose to mastery about the language. Beside that, by study language someone can be mastery micro linguistics and macro linguistics which is in the part of that has function and relation with each other such as : pragmatics, semantics, morphology, syntax, sociolinguistics, neurolinguistics, psycholinguistics and the other.

Definition of Semantic

Semantic is the one of branch from linguistics, which semantic is the study of meanings of the language. According to Wibowo (2001:3) "Language is a symbols that are meaningful and articulate sound (generated by said tool) that are arbitrary and conventional, which is used as a means of communication by a group of men to give birth to feelings and thoughts". From that statement explain language has a meaning either in speaking and writing communication, which will be representing from the sender to the receiver. Therefore to reduce miss understanding between the sender and receiver its important to study of meaning of the language (semantic) in linguistics.

Added in Sutrisno (2008:1) book "Semantic is the study of meaning in language. It is in fact that meaning is a part of language, but this definition has not been clearly delineated and given fair treatment in the study of language until very recently." Which is in language sometimes has a complex meaning so its make difficult to understanding and need treatment to make clearly meaning in the communication.

From those are definitions above, the writer has conclusion in the linguistics people need to study of meaning in the language. This is when people try to deliver a meaning from the sender to the receiver, sometimes not only has easy meaning to understand but also has a difficult meaning to understand.

Kind of Semantics Relation

In the study meaning of language (semantics) also have some relations. Lyons (1983:136) said "Meaning is ideas or concept, which can be transferred from the main of hearer by the embodying them, as it were, in the form of one language or another." From that statement definitely in semantics have some relations to express idea or concept the speaker meaning in their sentences.

According Loreto in his handbook eleventh impression (2000:79 –86) divide the semantic relations into five, such as :

1. *Polysemy* : the same morphological word may have a range of different meanings as a glance at any dictionary will reveal. Polysemy, 'meaning many meanings', is the name given to the study of his particular phenomenon.
Example : **take** a bath and **take** a bus.
2. *Synonymy*: two or more words with very closely related meanings but always partial never complete.
Example : tall and high, big and large.
3. *Antonymy* : this is the general term applied to the sense relation involving oppositeness of meaning for our prupose.
Example : old and young, male and female.
4. *Hyponymy* : related to complementarity and incompatibility or semantic meaning is more specific than the other's.
Example : animal – dog – poodle and flower – rose – tea rose.
5. *Idioms* : an idiom is a group of words whose meaning cannot be explained in terms of the habitual meanings of the words that make up the piece of language.
Example : a blue moon, as right as rain, and break a leg.

According to Saeed (1997:63-70) there are a number of different types of semantics relations into seven, such as :

1. *Homonymy* : are unrelated sense of the same phonological word.
Example : left (past tense of leave) and left (opposite of right)

2. *Polysemy* : both deal with multiple senses of the same phonological word, but polysemy is invoked if the senses are judged to be related.

Example : the phone was off the *hook* (a curved piece of metal, plastic, or wire) and she had managed to *hook* a wealthy husband (to catch or to get)

3. *Synonymy* : are different phonological words which have the same or very similar meanings.

Example : benefit and profit, brilliant and clever

4. *Antonymy* : word which are have opposite in meaning.

Example : maximum and minimum, positive and negative

5. *Hyponymy* : is a relation of inclusion. The more general term is called the superordinate or hypernymy. Much of the vocabulary is linked by such systems of inclusion, and the resulting semantic network form the hierarchical taxonomies mentioned.

Example : colour – red and blue

6. *Meronymy* : a term used to describe a part-whole relationship between lexical items.

Example : finger – hand and page – book.

7. *Member – collection* : this is relationship between the word for a unit and the usual word for a collection of the units.

Example : tree and forest

Hurford and Heasley (2004:102-121) divide relations semantic into two part of sense relations (similarity and dissimilarity), such as :

1. *Synonymy* : is the relationship between two predicate that have the same sense.

Example : in most dialects of English, stubborn and obstinate are synonyms.

2. *Hyponymy* : is a sense relation between predicates (or sometimes longer phrases) such that the meaning of one predicate (or phrase) is included in the meaning of the other.

Example : the meaning of red is included in the meaning of scarlet.

3. *Antonymy*: are predicates which is has oppositeness meaning.

Example : true and false (binary antonymy), parent and child (converses antonymy), hot and cold (gradable antonymy).

4. *Ambiguity* : a word or sentence is ambiguous when it has more than one sense.

Example : *we saw her duck* it means we saw her lower her head *or* we saw the duck belonging to her.

Definition of Ambiguity

In Hurford and Heasley (2004:121) “Ambiguity is a word or sentence is ambiguous when it has more than one sense”. It means to deliver a word or sentence it can be expressed more than one way, then in the interpretation a meaning can be understand into two or more meaning.

Kreidler statement (1998:56) “Ambiguity occurs also because a longer linguistic form has a literal sense and figurative sense”. It means ambiguity has either literal or figurative sense in the sentence.

The writer conclude to determine an ambiguity in the sentence can be referential ambiguity occurs when an indefinite referring expression may be specific or not and the sentence is unclear because personal pronoun (he, she, it and they) can be linked to either of two referring expressions.

Kind of Ambiguity

Commonly in the ambiguity divide some kinds types there are structurally ambiguity and lexical ambiguity. Hurford and Heasley (2004:128-129) divide the kind of ambiguity such as :

1. **Structural Ambiguity** : A sentence which is ambiguous because its words relate to each other in different ways, even though none of the individual words are ambiguous.
For example : The chicken is ready to eat
 - 1) The chicken is ready to be eaten
 - 2) The chicken is ready to eat some food

2. Lexical Ambiguity

Lexical Ambiguity depends on homonymy (sense not related) and polysemy (sense related). Some sentences which contain ambiguous words are ambiguous while others are not, and some sentences which contain no ambiguous words are ambiguous while others are not. For example:

- 1) Lexical Ambiguity caused Homonymy
 - a) I will meet you at the *bank* (riparian)
 - b) I will meet you at the *bank* in front of the receptionist desk (place which is related with financial)
- 2) Lexical Ambiguity caused Polysemy
 - a) I will *get* the foods (find some foods)
 - b) I *get* it (understanding something)

From explain above, the writer conclude in the some sentences can be ambiguity because in the some words have two or more meaning. The causes of ambiguity can be determine in the structural ambiguity (structural sentences) and lexical ambiguity (a word depends on polysemy and homonymy).

In addition to Meyer (2009:115) explained “Structural ambiguity: two different meanings depending upon how the words in the expression are grouped.” For example: Marry and Joe or Bill frightened the sheepdog

This is ambiguous sentence caused in the sentence has coordinate conjunction “and” and “or”.

1) (1) Mary and Joe, (2) or, (3) Bill frightened the sheepdog.

Its mean Mary and Joe frightened the sheepdog or just Bill frightened the sheepdog.

2) (1) Mary, (2) and, (3) Joe or Bill

Its mean Mary and Joe frightened the sheepdog or Mary and Bill frightened the sheepdog

From statement above, Meyer clarify the meaning of structural ambiguity is a structure sentence can be causing by the grammatically such as in noun, verb, conjunction, preposition, adverb and adjective. Therefore usually its make miss understanding in communication between the sender to the receiver.

In the Ullmann (1972:203) book lexical ambiguity divide into three definition, there are :

1. *Global Ambiguity* : A full sentences but have more one meaning. For example :

1) I know more beautiful woman than Mary.

It has meaning *I know more beautiful woman than the beautiful woman that Mary* or *I know more woman who are more beautiful than Mary.*

2. *Local Ambiguity* : A part of sentences and have more one meaning. For example: Flying plane can be dangerous. *Flying plane* has a meaning action of the plane or plane which is flying.

3. *Referential Ambiguity* : An ambiguity its caused more than one object to be one sentences. For example: after they finished the class, the students and the teachers left. *They* its can be means students or teachers or both of them.

From that statement, the writer conclude lexical ambiguity is not only causes from the polysemy and homonymy but also have some classes a word which is has relation in the sentences such as : Global ambiguity (the full sentences have more one meaning), Local ambiguity (part of sentences have one meaning) and Referential ambiguity (the word which is has one object).

Definition of Lyric

Commonly, lyric is a collection of verses and choruses which can be finding in poetry and song. The term lyric originates from Greek word “Lyre”, French “Lyrique”, Classical Latin “Lyricus” and from classical Greek “Lyrikos” which those all have meaning an instrument used by the Grecians to play when reading a poem. By lyrical, a poets or song writers demonstrate specific moods and emotions through words, such as moods to express a range of emotions about life, love, death, or the experience of life.

Wijay (2013:17) said “Song lyric is abstract, almost unintelligible, and, in such cases, their explication emphasizes form, articulation, meter, and symmetry of expression. Song lyric is the set of words that make up a song, usually consisting of verses and choruses.” It means the definition of song lyrics is a song lyrics are words and different with daily language, which the meaning of words are ambiguity and combine with the music so it will interest to listening.

Wellek and Warren (1989:14-15) statement “By song lyric’s a message which oral or written has function to create an imagination for the listener and has multiple meaning. And a song as a media to communicate about the people life or imaginative” It means the relation between music and song lyric’s has a function to communicate between the people which song as a media and in song lyrics has a meaning to deliver about the real life or imaginative.

The writers conclude lyric is expressing direct personal feelings, of or for singing, words of a song and lyrical is expressing strong emotion in an imaginative way. Lyric is a deliver words or sentences which is composed by rhythm and rhyme to expresses the feeling or thought by means of lyric and has a meaning to describe about the daily of people such as love, life, dead, respect and other feelings.

METHOD OF RESEARCH

The writers use descriptive method to analyze ambiguity in soundtrack songs lyric of *Moana* movie. The writers find and get some data, and then analyze the data and information by searching internet and library research. In this paper, the writers do some procedures. The first step is deciding the right topic, the writer chooses the lyric. The writer takes “Soundtrack songs lyric of *Moana* Movie” to be analyzed. The writers also prepare the theories to support the analysis. Then the writer analyzes the lyric by reaching soundtrack songs lyric of *Moana* movie for several times and then identifies the lyric by taking a note for the

sentences. After that, the writers analyze the lyrics. In this section, the writers find the result of the statement of the problem.

DISCUSSION

In this chapter the writer analysis of the data based on the theory by Huford and Heasley to determine the types of ambiguity and the meaning of ambiguity song's lyric in *Moana* movie.

A. Analysis of *We Know The Way*

We read the wind and the sky	1
When the sun is high	2
We sail the length of the seas	3
On the ocean breeze	4
At night we name every star	5
We know where we are	6
We know who we are, who we are	7
(Aue, aue) We set a course to find	8
A brand new island everywhere we roam	9
(Aue, aue) We keep our island in our mind	10
And when it's time to find home	11
We know the way Aue, aue	12
We are explorers reading every sign	13
We tell the stories of our elders	14

Here are ambiguity in lyric "*We Know The Way*";

1. **Line 1** = We read the wind and the sky
 - [*We read the wind and the sky*] ; it is ambiguous cause the wind and the sky can not to read (just written can be read)
 - **Wind** = current of air *or* breath
2. **Line 2** = When the sun is high
 - [*The sun is high*] ; the sun is not grow up
 - **High** = the size of distance *or* sound
3. **Line 3** = We sail the length of the seas
 - [*Sail the length of the seas*] ; they sail the seas which the size of the sea is length *or* sail the various of the seas
 - **Sail** = A journey in a boat/ship *or* a sheet of material fixed to a people on a boat to catch the wind and make the boat move
 - **Length** = the size of distance *or* time
4. **Line 4** = On the ocean breeze

- [*On the ocean breeze*] ; the location on the ocean breeze (flying on the ocean)
5. **Line 5** = At night we name every star
 - [*We name every star*] ; the stars do not life so they do not need name (like people to calls)
 6. **Line 6** = We know where we are
 - **Know** = have information *or* be familiar with
 7. **Line 7** = We know who we are, who we are
 - **Know** = have information *or* be familiar with
 - **Who** = used to refer *or* questions
 8. **Line 8** = Aue, aue We set a course to find
 - [*We set a course to find*] ; set the way *or* set the subject
 - **Set** = position, equipment, *or* arrange something
 - **Course** = direction *or* about the classes
 - **Find** = to judge something *or* experience a feeling something
 9. **Line 9** = A brand new island everywhere we roam
 - [*A brand new island everywhere we roam*] ; the new name from the island *or* new know the name of the island
 - **Brand** = mark something *or* name of product
 10. **Line 10** = Aue, aue, We keep our island in our mind
 - [*We keep our island in our mind*] ; they save their island in their mind *or* take care their island
 - **Keep** = save something *or* take care something
 - **Mind** = about remembrance *or* brain
 11. **Line 11** = And when it's time to find home, We know the way
 - **Time** = to show about the minutes, days, and years *or* about the period
 - **Way** = method *or* route
 12. **Line 12** = Aue, aue, We are explorers reading every sign
 - **Sign** = give a notice *or* give a mark
 13. **Line 13** = We tell the stories of our elders
 - **Tell** = knowing something *or* said something

The analysis types of ambiguity and meaning from the song lyric's *We Know The Way* will explain in table below :

Table 1. Analysis of *We Know The way*

No	Line	Song's Lyric	Types Of Ambiguity		Meaning of Ambiguity Song's Lyric
			Structural Ambiguity	Lexical Ambiguity	
1	1	We read the wind and the sky	[<i>We read the wind and the sky</i>]; it is ambiguous cause the wind and the sky can not to read (just written can be read)	- Wind = current of air <i>or</i> breath	The Polynesian tribe is trying to know about condition of the weather
2	2	When the sun is high	[<i>The sun is high</i>]; the sun is not grow up	- High = the size of distance <i>or</i> sound	Show the time is morning
3	3	We sail the length of the seas	[<i>sail the length of the seas</i>]; they sail the seas which the size of the sea is length or sail the various of the seas	Sail = A journey in a boat/ship <i>or</i> a sheet of material fixed to a people on a boat to catch the wind and make the boat move - Length = the size of distance <i>or</i> time	The polynesian tribe sail the various of the seas
4	4	On the ocean breeze	[<i>on the ocean breeze</i>]; the location on the ocean breeze (flying on the ocean)	-	The polynesian tribe used ocean breeze to sail the seas
5	5	At night we name every star	[<i>we name every star</i>]; the stars do not life so they do not need name (like people to calls)	-	The polynesian tribe give the sign when they are sail on the seas
6	6	We know where we are	-	- Know = have information <i>or</i> be familiar with	The polynesian tribe know the location where they are
7	7	We know who we are, who we are	-	- Know = have information <i>or</i> be familiar with - Who = used to refer <i>or</i> questions	The polynesian know if they are is a fisherman
8	8	Aue, aue We set a course to find	[<i>set a course</i>]; set the way or set the subject	- Set = position, equipment, <i>or</i> arrange something - Course = direction <i>or</i> about the classes - Find = to judge something <i>or</i> experience a feeling something	The polynesian tribe set the way to find something
9	9	A brand new island everywhere we roam	[<i>a brand new island everywhere we roam</i>]; the new name from the island or new know the name of the island	- Brand = mark something <i>or</i> name of product	The polynesian tribe find some new islands or new locations when they are roam
10	10	Aue, aue We keep our island in our mind	[<i>we keep our island in our mind</i>]; they save their island in their mind or take care their island	- Keep = save something or take care soething - Mind = about remembrance or brain	The polynesian tribe always remember their island (polynesian)

11	11	And when it's time to find home We know the way	-	- Time = to show about the minutes, days, and years <i>or</i> about the period - Way = method <i>or</i> route	The polynesian tribe is come back to their island (polynesian island), and they know the way back to their island
12	12	Aue, aue We are explorers reading every sign	-	- Sign = give a notice <i>or</i> give a mark	They learn something new about the sail after they have sail
13	13	We tell the stories of our elders	-	- Tell = knowing something <i>or</i> said something	The polynesian tribe tell about the stories of their elders (a fisherman)

In song lyric's *We know the way* the writer finds 26 ambiguity which it has 8 structural ambiguity and 18 lexical ambiguity.

B. Analysis of *I'm Moana*

I know a girl from an island	1
She stands apart from the crowd	2
She loves the sea and her people	3
She makes her whole family proud	4
Sometimes the worls seems against you	5
The jounery may leave a scar	6
But scars can heal and reveal just	7
Where you are	8
The people you love will change you	9
The things you have learned will guide you	10
And nothing on earth can silence	11
The quite voice still inside you	12
And when that voice starts to whisper	13
"Moana, you've come so far"	14
Moana listen, do you know who you are?	15
Who am i?	16
I am a girl who loves my island	17
And the girl who loves the sea, it calls me	18
I am the daughter of the village chief	19
We are descended from voyagers	20

Who found their way across the world	21
They call me	22
I've delivered us to where we are	23
I have journeyed father	24
I am everything i've learned and more	25
Still it calls me	26
And the call isn't out there at all	27
It's inside me	28
It's like the tide	29
Always falling and rising	30
I will carry you here in my heart	31
You'll remind me	32
That come what may	33
I know the way	34
I am Moana	35

Here are ambiguity in lyric "*I'm Moana*";

- Line 1** = I know a girl from an island
- [*I know a girl from an island*] : she had known the girl well or she new know the girl
- **I** = alphabet *or* pronoun
- **Know** = have information *or* befamiliar with
- **A** = letter, music or not particular
- **From** = place, time, distance or position
- Line 2** = She stands apart from the crowd
- **From** = place, time, distance or position

3. Line 3 = She loves the sea and her people

- [*She loves the sea and her people*] : she loves the sea and all people *or* she and people loves the sea

4. Line 4 = She makes her whole family proud

- **Family** : social group *or* biological group

- **Proud** : satisfied, respecting yourself *or* feeling important

5. Line 6 = The journey may leave a scar

- **Leave** : go away, not take, *or* permission

- **A** = letter, music or not particular

6. Line 7 = But scars can heal and reveal just

- **Can** = permission, ability, prison, toilet, offer, container or request

- **Just** = exactly, almost, very, only or now

7. Line 9 = The people you love will change you

- [*The people you love will change you*] : some people which she love will change you *or*

- **Change** = become different *or* money

8. Line 10 = The things you have learned will guide you

- [*The things you have learned will guide you*] : the things she have *or* something she have will guide.

9. Line 11 = And nothing on earth can silence

- [*And nothing on earth can silence*] : an earth can not silence

- **Can** = permission, ability, prison, toilet, offer, container or request

10. Line 12 = The quite voice still inside you

- [*The quite voice still inside you*] : the voice produce just by sound

11. Line 13 = And when that voice starts to whisper

- **To** = infinitive, showing direction or causing

12. Line 15 = Moana listen, do you know who you are?

- **Know** = have information *or* befamiliar with

- **Who** = used to refer *or* questions

13. Line 16 = Who am i?

- **Who** = used to refer *or* questions

14. Line 17 = I am a girl who loves my island

- **I** = alphabet *or* pronoun

- **A** = letter, music or not particular

- **Who** = used to refer *or* questions

15. Line 18 = And the girl who loves the sea, it calls me

- **Who** = used to refer *or* questions

16. Line 19 = I am the daughter of the village chief

- **I** = alphabet *or* pronoun

17. Line 20 = We are descended from voyagers

- **From** = place, time, distance or position

18. Line 21 = Who found their way across the world

- [*Who found their way across the world*] : the world too big to across

- **Who** = used to refer *or* questions

19. Line 23 = I've delivered us to where we are

- **I** = alphabet *or* pronoun

- **To** = infinitive, showing direction or causing

20. Line 24 = I have journeyed father

- [*I have journeyed father*] : she have the journeyed her father *or* she have done to do her father journeyed.

- **I** = alphabet *or* pronoun

21. Line 25 = I am everything i've learned and more

- [*I am everything i've learned and more*] : she has learning more everyting *or* she learning something and doing other something

- **I** = alphabet *or* pronoun

22. Line 27 = And the call isn't out there at all

- [*And the call isn't out there at all*] : the calls are never out from all there *or* all the call never out from there

23. Line 29 = It's like the tide

- **Like** = preposition, conjunction *or* such as/similar to

24. Line 31 = I will carry you here in my heart

- [*I will carry you here in my heart*] : the heart can not to save people

- **I** = alphabet *or* pronoun

- **In** = inside, result, part, or during

25. Line 34 = I know the way

- **I** = alphabet *or* pronoun

- **Know** = have information *or* be familiar with

26. Line 35 = I am Moana

- **I** = alphabet *or* pronoun

The analysis types of ambiguity and meaning from the song lyric's *I'm Moana* will explain in table below

Tabel 2. Analysis of *I'm Moana*

No	Line	Song's Lyric	Types Of Ambiguity		Meaning of Ambiguity Song's Lyric
			Structural Ambiguity	Lexical Ambiguity	
1	1	I know a girl from an island	[<i>I know a girl from an island</i>] : she had known the girl well or she new know the girl	I = alphabet <i>or</i> pronoun - Know = have information <i>or</i> be familiar with - A = letter, music or not particular - From = place, time, distance or position	Grandma moana said she know the girl from polynesian island, it means moana
2	2	She stands apart from the crowd	-	- From = place, time, distance or position	The girl (moana) go away from her island
3	3	She loves the sea and her people	[<i>She loves the sea and her people</i>] : she loves the sea and all people <i>or</i> she and people loves the sea	-	The girl (Moana) loves to do sailing and people in polynesian island
4	4	She makes her whole family proud	-	- Family : social group <i>or</i> biological group - Proud : satisfied, respecting yourself <i>or</i> feeling important	The girl (Moana) always make her family proud with all her ability
5	5	Sometimes the world seems against you	-	-	Eventhough sometimes the world does not support
6	6	The jounery may leave a scar	-	- Leave : go away, not take, <i>or</i> pemption - A = letter, music or not particular	Every jounery always give experience
7	7	But scars can heal and reveal just	-	- Can = permission, ability, prison, toilet, offer, container or request - Just = exacly, almost, very, only or now	And from that experience, we should never give up
8	8	Where you are	-	-	Where she now?

9	9	The people you love will change you	[<i>The people you love will change you</i>] : some people which she love will change you or	- Change = become different or money	The polynesian people will make she (moana) change
10	10	The things you have learned will guide you	[<i>The things you have learned will guide you</i>] : the things she have or something she have will guide	-	Every experience will showing the way
11	11	And nothing on earth can silence	[<i>And nothing on earth can silence</i>] : an earth can not silence	- Can = permission, ability, prison, toilet, offer, container or request	And the world will give the support
12	12	The quite voice still inside you	[<i>The quite voice still inside you</i>] : the voice produce just by sound	-	And all of you (moana) want always in your heart
13	13	And when that voice starts to whisper	-	- To = infinitive, showing direction or causing	When nature look like want to say something
14	14	“Moana, you’ve come so far”	-	-	Moana was had a long trip
15	15	Moana listen, do you know who you are?	-	- Know = have information or befamiliar with - Who = used to refer or questions	And grandma ask who is moana?
16	16	Who am i?	-	- Who = used to refer or questions	Moana ask with herself who is she?
17	17	I am a girl who loves my island	-	- I = alphabet or pronoun - A = letter, music or not particular - Who = used to refer or questions	Moana is the girl whom loves her island (polynesian)
18	18	And the girl who loves the sea, it calls me	-	- Who = used to refer or questions	And loves to do sailing in the sea, which always make her loves it
19	19	I am the daughter of the village chief	-	- I = alphabet or pronoun	Moana is the daughter of the village chief
20	20	We are descended from voyagers	-	- From = place, time, distance or position	We (polynesian people) are descent from voyagers
21	21	Who found their way across the world	[<i>Who found their way across the world</i>] : the world too big to across	- Who = used to refer or questions	Which is the polynesian people always to do sailing in the sea

22	22	They call me	-	-	And all of them make moana make want to do her tradition again (sailing)
23	23	I've delivered us to where we are	-	- I = alphabet <i>or</i> pronoun - To = infinitive, showing direction <i>or</i> causing	She want make her tradition happening again
24	24	I have journeyed father	[<i>I have journeyed father</i>] : she have the journeyed her father <i>or</i> she have done to do her father journeyed	- I = alphabet <i>or</i> pronoun	Because she is the daughter of fisherman
25	25	I am everything i've learned and more	[<i>I am everything i've learned and more</i>] : she has learning more eveything <i>or</i> she learning something and doing other something	- I = alphabet <i>or</i> pronoun	She had learned everything
26	26	Still it calls me	-	-	But she still want to do sailing
27	27	And the call isn't out there at all	[<i>And the call isn't out there at all</i>] : the calls are never out from all there <i>or</i> all the call never out from there	-	And the call always calling
28	28	It's inside me	-	-	Because that in her heart
29	29	It's like the tide	-	- Like = prepotion, conjunction <i>or</i> such as/similar to	And all of them like tide
30	30	Always falling and rising	-	-	Which sometimes moana afraid and not afraid to do sailing
31	31	I will carry you here in my heart	[<i>I will carry you here in my heart</i>] : the heart can not to save people	- I = alphabet <i>or</i> pronoun - In = inside, result, part, <i>or</i> during	And moana always keep her ambition in her heart
32	32	You'll remind me	-	-	Sailing in the sea always remind her tradition
33	33	That come what may	-	-	Which never end
34	34	I know the way	-	- I = alphabet <i>or</i> pronoun - Know = have information <i>or</i> be familiar with	Moana know the way
35	35	I am Moana	-	- I = alphabet <i>or</i> pronoun	Because she is moana

In song lyric's *I'm Moana* the writer finds 45 ambiguities which it has 10 structural ambiguities and 35 lexical ambiguities.

CONCLUSION

In the first song "We Know The Way" lyrics there are 26 ambiguity which it has 8 structural ambiguity and 18 lexical ambiguity and in "I'm Moana" lyrics there are contain 45 ambiguity which it has 10 structural ambiguity and 35 lexical ambiguity. The meaning of soundtrack song lyric's average made fit with the scene in *Moana* movie. It used to deliver meaning or message in the story such as : "We Know The Way" telling the story of polynesian tribe which they are a fisherman, also, "I'm Moana" has meaning to describe who is Moana and her spirit when she almost give up to save her island and her people. The ambiguity in soundtrack song lyric's *Moana* movie has function to interest the audience, more variation style in language, and has good combination with the audio.

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PROFIL PENULIS

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Kesalahan Penulisan Kata Bahasa Indonesia Pada Kain Rentang dan Papan Iklan di Tempat Umum

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Abstract :Error writing is the crucial thing that found in the public places, especially on the banner and billboard. Sometimes, it has been written wrongly. It is known that Indonesian has a rich peculiar language that must be explored. People around it view the ad or advertisement; they will assess the ad internally and externally. It will be seen the professionalism of the ad maker. Badan Bahasa (Language Board) of Kemdikbud RI, has launched the print book of PUEBI on its website freely, it depends on the ad maker to revise the Indonesian using on the ad correctly and esthetically. The objective this research is to investigate the error writing of ad and its professionalism abuse on the banner and billboard at the public places. This research is using a descriptive method; the writer is to investigate and to analyze the error writing in Indonesian of ad on the banner and billboard. The output of this research is expected to be a reference to the next researcher that wants to explore error-writing research of ad or another peculiar object.

Keywords: Error Writing, Ad, Indonesian, Banner And Billboard

PENDAHULUAN

Saat ini banyak produsen atau pemilik usaha ingin memasarkan produk atau jasa mereka lewat berbagai media. Bisa lewat media cetak, elektronik, atau yang saat ini lewat media sosial. Sebut saja satu nama makanan cepat saji asal Amerika yang telah mendunia, *Mcdonald* produknya dapat ditemukan di setiap negara. Dari anak kecil sampai orang dewasa menyukai makanan cepat saji tersebut. Di sisi lain terdapat pula, penyedia layanan telekomunikasi (*provider*) yang sangat gencar memasarkan produk unggulannya untuk menarik konsumen. Seperti biasanya, mereka mencari media efektif agar dapat terlihat dan terpantau orang.

Media efektif yang dimaksud adalah media yang dapat dijangkau penglihatan orang, sehingga mereka segera mengetahui produk yang akan dipasarkan penyedia tersebut. Media elektronik memang cukup sangat efektif untuk mereka memasarkan produk, tapi kita semua tahu bahwa setiap orang pasti sibuk dengan kegiatannya masing-masing. tentunya mereka tidak selalu mendengarkan radio, atau menonton televisi. Media dalam kamus besar bahasa Indonesia edisi ke lima, yaitu alat (sarana) komunikasi seperti koran, majalah, radio, televisi, film, poster, dan spanduk. Jelas bahwa media tersebut terbagi menjadi cetak, elektronik, dan panjang.

Berbicara media panjang, dalam hal ini poster, spanduk, dan papan, sering kita temui di tempat umum. Seperti halnya jalan raya, kampus, pasar, ruko dan tempat umum lainnya. Isi dari iklan media tersebut, penyedia semaksimal mungkin memuat isi yang *persuafif*, mudah di mengerti, dan pastinya terjangkau. Permainan kata yang ciptakan oleh *copywriter* (penulis konten iklan) harus sempurna, tidak ada keterpaksaan, dan cukup berterima. Diperlukan kreativitas dan profesionalitas tinggi untuk menciptakan konten yang bermutu pada iklan tersebut, agar tidak dijadikan bahan rundungan jika iklan terpasang.

Berbicara konten atau isi iklan pasti menggunakan bahasa, baik asing atau pun Indonesia. Penulis yang bijak tentu saja memperhatikan diksi pada iklan tersebut. Diksi bahasa Indonesia disesuaikan dengan pembaca sebagai sasaran. Dari kasus di lapangan, banyak terjadi kesalahan penulisan kata mau pun isi iklan. terutama serapan bahasa asing, dalam hal ini Inggris ke bahasa Indonesia. Begitu pula bahasa Indonesia, sebagai bahasa persatuan bangsa Indonesia yang dirakit oleh pemuda dari berbagai belahan bumi pertiwi sembilan puluh tahun yang lalu. Semestinya kesalahan tersebut dapat dihindari atau terdeteksi sedari dini. Iklan yang dipajang, pasti memiliki kepala atau judul iklan dengan berbagai latar belakang.

Kesalahan penulisan tersebut sebenarnya dapat diminimalisir dengan pengetahuan bahasa yang

cukup baik. Penulisan kata bahasa Indonesia yang salah, dapat menimbulkan multi tafsir oleh pembacanya, bahkan bias dicemooh, apakah penulis atau pembuat iklan tersebut profesional atau tidak. Iklan yang baik yaitu menggunakan bahasa yang lugas, bersifat sugestif, bias juga disertai gambar, serta tidak menyinggung iklan lain.

Terkadang pembuat iklan tidak mempedulikan judul iklan tersebut. Padahal itu penting bagi pembaca iklan yang melihat. Contoh kesalahan penulisan kata pada iklan di jalan tertulis “Terima Juwal Beli Barang Rongsok”. Dalam judul iklan tersebut terdapat kata “juwal” dan “rongsok”, kedua kata tersebut sudah menyalahi tulisan bahasa Indonesia yang baik dan benar. Kata “juwal” semestinya ditulis “jual” tanpa penambahan huruf “w”, dan kata “rongsok” semestinya ditulis “rongsokan”, karena rongsok termasuk adjektiva atau kata sifat, dan rongsokan adalah termasuk ke dalam nomina atau kata benda. Di jalan, terkadang juga kita temukan kata resapan asing salah, seperti kata “*photocopy*”. Kata ini terkadang sering ditulis “*potocopy*”, “*fotocopy*”, atau “*photokopi*”. Menurut KBBI V (Kamus Besar Bahasa Indonesia versi kelima, tulisan yang benar adalah “*fotokopi*”, hasil resapan bahasa Inggris ke dalam bahasa Indonesia.

Antara iklan dan bahasa yang dipakai untuk mengisi kontennya, harus ditulis dengan efektif, tidak ada kata eksegerasi atau kata-kata yang berlebihan. Bahasa Indonesia sejatinya memiliki khazanah perbendaharaan kata yang cukup kaya. Ditambah lagi dengan serapan-serapan bahasa asing, daerah, melayu, dan sansekerta. Dahulu Indonesia pernah dijajah Belanda, tidak dapat dipungkiri banyak sejarah yang ditinggalkan termasuk dari bahasa. Bahasa Inggris juga memainkan peranan penting atas perkembangan bahasa Indonesia. Serta bahasa-bahasa lain yang juga mempengaruhi bahasa Indonesia.

Bahasa Indonesia memiliki peranan penting atas perkembangan bahasa di dunia. Saat ini bahasa Indonesia menjadi kurikulum yang dipelajari di benua lain. Contoh di Australia, bahasa Indonesia masuk ke dalam kurikulum yang di pelajari di negara itu. Sehingga bangsa Indonesia perlu bangga, karena bahasanya dipelajari di benua lain. Berbeda dengan negara tetangga, bahasa Inggris menjadi bahasa resmi kedua. Bahasa Melayu yang mereka gunakan sangat berbeda dengan bahasa Indonesia. Jadi bangsa Indonesia patut berbangga, karena bahasa Indonesia mempunyai integritas di negara lain.

Terpadunya antara bahasa Indonesia yang sering dipakai dalam iklan. Penulis tertarik untuk membahasnya di dalam penelitian ini. Di mana, penulis menemuka satu hal yang ganjil pada iklan

yang terpajang di kain rentang dan papan iklan di tempat umum. Di sana banyak terjadi praktik kesalahan dalam pemakaian bahasa Indonesia. Kesalahan penulisan tersebut perlu dibenahi, agar tidak terjadi fosilisasi kesalahan yang mengakar hingga berlarut-larut.

Maka dari itu, penulis fokus pada kesalahan penulisan kata bahasa Indonesia. Sehingga didapatkan jawaban terjadinya kesalahan demi kesalahan penulisan kata bahasa Indonesia, dan bias dikatakan kemunduran berbahasa Indonesia. Berikut pertanyaan dalam penelitian ini:

1. Kesalahan penulisan kata apa saja yang biasa ditemukan di tempat umum?
2. Apa yang menyebabkan terjadinya kesalahan penulisan kata di tempat umum?

METODOLOGI PENELITIAN

Penelitian ini telah lama dilakukan, tetapi penulis ingin menambahkan sesuatu yang unik dari penelitian sebelumnya, dengan menghadirkan beberapa sumber:

2.1. Pengertian Kata dalam Bahasa Indonesia

Kata merupakan unit bahasa yang mengandung arti dan terdiri dari satu atau lebih morfem. Umumnya terdiri dari akar kata tanpa atau dengan beberapa afiks. Kata dikombinasikan untuk membentuk frase, klausa, atau kalimat. Dalam Kamus Besar Bahasa Indonesia (KBBI) edisi kelima, disebutkan bahwa kata merupakan:

1. Unsur bahasa yang diucapkan atau dituliskan yang merupakan perwujudan kesatuan perasaan dan pikiran yang dapat digunakan dalam berbahasa
2. Ujar; bicara
3. Morfem atau kombinasi morfem yang oleh bahasawan dianggap sebagai satuan terkecil yang dapat diujarkan sebagai bentuk yang bebas
4. Satuan bahasa yang dapat berdiri sendiri, terjadi dari morfem tunggal (misalnya batu, rumah, datang) atau gabungan morfem (misalnya pejuang, pancasila, mahakuasa)

Berdasarkan bentuk, dapat diklasifikasikan ke dalam empat kata: kata dasar, kata turunan, kata ulang, dan kata majemuk. Kata dasar adalah kata yang menjadi dasar bagi pembentukan sebuah kata turunan atau kata-kata berimbuhan. Mengubah derivatif kata karena membubuhkan atau imbuhan baik di awal

(*prefix* atau awalan), tengah (*infiks* atau sisipan), atau akhir (akhiran atau *sufiks*) kata-kata.

Kata adalah dasar dari kata atau atas dasar pengalaman perulangan bentuk semua atau bagian dari senyawa sementara adalah kombinasi dari beberapa kata-kata dasar yang berbeda untuk membentuk makna baru. Dalam tata bahasa Indonesia standar, dalam kelas kata dibagi menjadi tujuh kategori, yaitu:

1. Kata benda (*noun*) ; nama-nama orang, tempat, atau semua benda dan semua dibendakan, seperti buku, kuda.
2. Kata kerja (*verb*) ; kata yang menunjukkan tindakan atau rasa dinamis, misalnya baca, lari: Verba transitif (membunuh), Kerja kerja intransitif (almarhum), Pelengkap (menikah)
3. Kata sifat (*adjective*) ; sebuah kata yang menggambarkan kata benda, misalnya keras, cepat.
4. Kata keterangan (*adverbia*) ; kata-kata yang bersaksi kata tersebut tidak kata benda, seperti sekarang, agak.
5. Kata ganti (*posesitive*) ; kata pengganti kata benda, misalnya ia, itu: Yang pertama (kami), Orang kedua (Anda), Orang ketiga (mereka), Kata ganti posesif (itu), Kata ganti penunjuk (ini, itu)
6. Jumlah kata (*numeral*) ; mengatakan bahwa jumlah menyatakan benda atau hal-hal atau menunjukkan pesanan mereka berturut-turut, misalnya, satu, dua : Angka kardinal (dua belas), Nomor seri (dua belas) vf
7. Mengatakan tugas di luar kata-kata baik alih peran berdasarkan dapat dibagi menjadi lima sub kelompok : *preposition* (kata depan) (contoh: dari), *conjunction* (hubungannya) – *coordinati* *conjunction* (dan), konjungsi bawahan (karena), artikula (kata sandang) (contoh: si) – Umum dalam bahasa Eropa (seperti), menangis (menangis) (contoh: wow, wow), dan partikel.

Dengan memahami kata dalam bahasa Indonesia sepenuhnya. Maka orang akan memiliki pedoman yang jelas dalam membuat suatu karya tulis, baik untuk keperluan akademik ataupun non-akademik. Terlebih lagi Badan Bahasa Kemdikbud RI juga telah memberikan akses secara percuma kepada masyarakat untuk mengunduh PUEBI versi cetak berformat PDF, dan seharusnya itu dimanfaatkan sebaik-baiknya.

2.2. Definisi Iklan dalam Media

Iklan adalah segala bentuk presentasi non-pribadi dan promosi gagasan, barang atau jasa oleh sponsor tertentu yang harus dibayar (Kotler (2005:277). Selain itu, bahwa iklan merupakan salah satu bentuk promosi yang paling banyak digunakan perusahaan dalam mempromosikan produknya (Tjiptono, 2008:225). Dan iklan adalah segala bentuk penyajian informasi dan promosi secara tidak langsung yang dilakukan oleh sponsor untuk menawarkan ide, barang atau jasa (Machfoedz, 2010:139).

Dari pengertian di atas, maka dapat disimpulkan bahwa iklan merupakan suatu bentuk komunikasi baik lewat media massa, TV, radio, surat kabar, majalah dan sebagainya yang bertujuan untuk mempengaruhi konsumen untuk bertindak terhadap produk dan jasa yang di tawarkan. Pada dasarnya iklan merupakan sarana komunikasi yang digunakan komunikator dalam hal ini perusahaan atau produsen untuk menyampaikan informasi tentang barang atau jasa kepada publik, khususnya pelanggannya melalui suatu media massa. Selain itu, semua iklan dibuat dengan tujuan yang sama yaitu untuk memberi informasi dan membujuk para konsumen untuk mencoba atau mengikuti apa yang ada di iklan tersebut, dapat berupa aktivitas mengkonsumsi produk dan jasa yang ditawarkan.

PEMBAHASAN

Pada penelitian ini, penulis menggunakan metode deskriptif kualitatif. Obyek penelitian ini yaitu kain rentang (spanduk) dan papan iklan di tempat umum. Selain itu, penulis juga mencari rujukan lain untuk mendukung penelitian ini, seperti riset perpustakaan dan mencari data berselancar di dunia maya. Berikut pembahasan dalam penelitian ini:

1. Kesalahan Penulisan Kata yang Biasa Ditemukan di Tempat Umum

Kesalahan penulisan kata bias saja terjadi kapan pun, disadari atau tidak, itu memang benar-benar terjadi di tempat umum. Berikut kesalahan penulisan kata yang biasa ditemukan di tempat umum:

a. Penulisan Kata Baku dan Tidak Baku dalam Bahasa Indonesia

Berikut penulisan kata baku dan tidak baku dalam bahasa Indonesia yang biasa ditemukan di tempat umum:



Gambar 1. Kata Tidak Baku

Tabel 1. Kata Tidak Baku dan Baku

Tidak Baku	Baku
Pijet urat, pengobatan alternatif	Pijat

Pada penulisan ini, kata “pijet” merupakan kata tidak baku dari kata “pijat”. Dalam iklan tersebut mestinya ditulis “Terima Pelayanan Pijat dan Praktik Pengobatan Alternatif”. Dengan perbaikan dan penambahan kata tersebut, pelanggan yang datang dapat lebih percaya dengan pelayanan yang diberikan.

Ketidak-bakuan pada kata di atas menunjukkan bahwa pembuat iklan tersebut tidak paham betul dengan penggunaan bahasa Indonesia yang baik dan benar. Papan iklan ini banyak ditemukan di jalan umum, banyak orang yang tidak peduli akan hal ini, tetapi untuk pemerhati bahasa ini merupakan hal yang memperhatikan. Semoga saja pembuat papan iklan tersebut segera membetulkannya.



Gambar 2. Kata Tidak Baku

Tabel 2. Kata Tidak Baku dan Baku

Tidak Baku	Baku
Praktek dokter	Praktik
Setiap Hari Senen dan Jum'at	Senin Jumat

Pemakaian kata “praktek, Senen, dan Jum’at” merupakan kata tidak baku dari kata “praktik, Senin, dan Jumat”. Sebagaimana yang dimuat dalam buku PUEBI, bahwa kata-kata tersebut mesti ditulis baku. Sebab dengan penulisan kata-kata yang benar, niscaya pasien yang akan datang ke praktik dokter akan semakin percaya, bahwa dokter itu tidak hanya mahir dalam medis, tetapi juga mahir dalam berbahasa.

Hal itu merupakan kelebihan bagi dokter itu, karena seperti yang telah dipaparkan sebelumnya, bahwa bahasa Indonesia sebenarnya mudah dipelajari, sebab ini adalah bahasa resmi bangsa Indonesia, tetapi semua itu berpulang kepada si empunya urusan yang mengiklankan jasanya untuk orang lain. Jasa yang ditawarkan semestinya sesuai yang tertulis di papan iklan, kepercayaan konsumen menjadi titik awal majunya suatu usaha yang dilakukan oleh pembuat iklan.



Gambar 3. Kata Tidak Baku

Tabel 3. Kata Tidak Baku dan Baku

Tidak Baku	Baku
Menerima refarasi anyam rotan felitur	Reparasi Pelitur

Dari tabel di atas, terlihat kata “refarasi, dan felitur” merupakan kata tidak baku dari kata “reparasi, dan pelitur”. Dapat dipastikan pembuat iklan jasa tersebut berasal dari daerah Jawa Barat. Di mana, huruf “p” diucap “f” dan huruf “f” dibaca “p”. Lantas, mestinya papan iklan tersebut merujuk pemakaian kata yang baik dan benar, sebagaimana yang terdapat dalam KBBI edisi terbaru serta PUEBI sebagai pedoman berbahasa Indonesia.

Dalam kultur bahasa daerah, tepatnya dalam bahasa Sunda, huruf “p” dilafal “f” begitu sebaliknya huruf “f” dilafal “p”, contoh kata “fitnah” diucap “pitnah”, lalu kata “pendaftaran” diucap “fendaptaran”. Mungkin itu beberapa kata yang ditemukan dalam kultur bahasa Sunda. Tetapi selama pelafalan dan pengucapan tersebut mengandung makna jelas dalam bahasa Indonesia, sudah pasti kata tersebut berterima.

b. Penggabungan Kata dalam Bahasa Indonesia

Berikut kekeliruan yang biasa terjadi dalam penggabungan kata dalam Bahasa Indonesia:



Gambar 4. Kata Tidak Baku

Tabel 4. Gabungan Kata

Salah	Benar
Helm anda mohon di kunci , hilang diluar tanggung jawab kami	dikunci di luar

Pada konteks table di atas kata “kunci” merupakan verba atau kata kerja. Di mana preposisi atau kata depan harus digabung dengan verba sehingga menjadi bentuk kalimat pasif “dikunci”. Lalu, kata “luar” bukanlah nomina, tetapi merupakan

keterangan tempat, jadi harus terpisah dari preposisi, dan tidak terlihat sebagai verba yang dipasifkan.

Terkadang fungsi aktif dan pasif bisa saja tertukar dalam pemakaiannya. Dalam konteks kalimat aktif, subyek berperan aktif karena terdapat predikat, sedangkan dalam konteks kalimat pasif, subyek menjadi pelaku atas yang telah diperbuat. Perlu kecermatan dalam menempatkan fungsi kalimat tersebut. Serta, perlu diperhatikan pula di mana penggunaan kelas kata yang tepat dalam bahasa Indonesia.



Gambar 5. Kata Tidak Baku

Tabel 5. Gabungan Kata

Salah	Benar
Rumah ini di jual tanpa perantara	dijual

Kasus serupa ditemukan pada iklan jasa yang terdapat dalam tabel di atas. Preposisi terpisah dari verba, padahal yang benar harus tergabung, dan menjadi verba yang dipasifkan “dijual”. Maka dari, pembuat iklan jasa ini harus baca PUEBI terlebih dahulu, sehingga bisa membuat iklan yang dapat dipahami dengan jelas dan tidak menimbulkan pertanyaan.

Hal ini ialah kebalikan dari kasus sebelumnya, di mana kesalahan penempatan preposisi. Hal ini bisa berakibat fatal bagi orang yang membacanya. Orang tersebut dapat mengalami multitafsir hingga ketaksamaan, apakah itu termasuk nomina atau verba. Maka dari itu, pembuat iklan jasa harus betul-betul peka terhadap kelas kata yang digunakan agar orang bisa memahaminya dengan saksama.



Gambar 6. Kata Tidak Baku

Tabel 6. Gabungan Kata

Salah	Benar
Di larang merokok dikawasan ini!	Dilarang

Kata dalam tabel di atas, biasanya ditemukan di area yang cukup steril dari api. Karena akan terjadi kebakaran jika ada orang yang sengaja merokok atau menyalakan api. Kata “Di larang” atau dengan preposisi terpisah menjadi verba ini tidak sempurna, maka dari itu kata ini harus digabung antara preposisi dan verba agar menjadi pasif, sehingga orang tidak nampak taksa (ambigu) akan imbauan tersebut.

Dalam kasus ini lagi-lagi terjadi kerancuan pisah atau gabung dengan preposisi. Jelas, bahwa kata “larang” merupakan verba intransitive yang harus digabung dengan preposisi “di”, sehingga menjadi pasif. Kata tersebut jelas memberitahu kepada orang atas imbauan yang harus dipatuhi oleh semua orang. Hal ini lumrah terjadi karena kealfaan pembuat imbauan, dan ini harus menjadi peringatan untuk pembuatnya agar lebih mengerti bahasa penggunaan bahasa Indonesia yang baik dan benar.

2. Sebab Terjadinya Kesalahan Penulisan Kata di Tempat Umum

Sebab musabab kesalahan penulisan mesti ditelesuriBerikut sebab terjadinya kesalahan penulisan kata di tempat umum:

a. Kurang Pemahaman Tentang PUEBI (Pedoman Umum Ejaan Bahasa Indonesia)

Sebelumnya, dalam bahasa Indonesia terdapat pedoman Ejaan Yang Disempurnakan atau disingkat menjadi EYD. Pedoman ini diresmikan

oleh Soeharto selaku Presiden Republik Indonesia saat itu pada HUT RI ke duapuluh tujuh, tanggal 17 Agustus 1972. EYD menjadi pedoman bagi seluruh rakyat Indonesia untuk keperluan penulisan secara akademik dengan bahasa Indonesia secara baik dan benar.

Seiring waktu berjalan, perkembangan bahasa Indonesia semakin luas dan kaya, maka pada tahun 2016 terbitlah PUEBI (Pedoman Umum Ejaan Bahasa Indonesia, berdasarkan Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 50 Tahun 2015 tanggal 26 November 2016. Pedoman ini menjadi rujukan yang telah diperbarui oleh Badan Bahasa Kemdikbud sebagai lembaga institusional yang berwenang untuk mengelola perkembangan bahasa di Indonesia.

Sebenarnya Badan Bahasa telah memberikan akses secara percuma, atau secara gratis kepada masyarakat umum untuk mengunduh berkas cetak PUEBI (Pedoman Umum Ejaan Bahasa Indonesia) dengan format pdf di halaman Badan Bahasa menjelaskan yaitu.

“<http://badanbahasa.kemdikbud.go.id/lamanbahasa/sites/default/files/PUEBI.pdf>”.. Bahwa masyarakat hanya tinggal mengunduh lalu mencetaknya menjadi buku.

Dengan demikian masyarakat tidak lagi menjadi “buta” aturan akan pemakaian bahasa yang baik dan benar, selanjutnya PUEBI benar-benar menjadi pedoman yang hakiki untuk membuat sebuah tulisan. Sebab produk ini merupakan peraturan menteri (permen) untuk setiap warga negara dalam penggunaan atau pemakaian bahasa Indonesia secara baik dan benar.

b. Kurang Pemahaman Tentang Pembuatan Iklan Secara Profesional

Iklan yang terpajang di tempat umum, menjadi sorotan setiap mata yang memandang. Orang akan menilai iklan tersebut secara internal maupun eksternal, maksudnya adalah orang akan menilai iklan itu dari segi bahasa secara internal, dan dari segi estetika secara eksternal. Dari penilaian itu iklan menjadi terlihat lebih estetik atau memiliki nilai plus. Lalu masyarakat sebagai pengguna akan tertarik menggunakan jasa itu pastinya.

Maka dari itu pembuat jasa iklan mesti diberi pelatihan yang cukup. Sebenarnya ada kajian yang disebut dengan “*copywriting*” atau penulisan konten iklan. Dengan kajian ini diharapkan para pembuat iklan dapat memperhatikan penggunaan atau pemakaian bahasa Indonesia dengan baik dan benar. Sehingga iklan yang nantinya dipajang menjadi iklan terbaik dan laku. Karena pemilihan diksi serta

struktur bahasanya jelas dan dapat diterima masyarakat umum.

HASIL PEMBAHASAN

1. Kesalahan penulisan kata pada tempat umum harus dihindari, sebab pembaca harus memahami tulisan tersebut jika tidak ingin dibuat bingung, sebenarnya pembuat tulisan tersebut paham atau tidak. Terlebih lagi, jika tulisan itu dipajang di kain rentang atau papan iklan. Dari judul iklan tersebut, pembaca akan menilai sejauh mana profesionalitas dari pembuatan tulisan iklan yang dipajang di tempat umum. Dan ini menjadi perhatian khusus untuk pembuat iklan atau *ad maker*.
2. Dengan adanya PUEBI yang diterbitkan oleh Badan Bahasa Kemdikbud RI, pihak berwenang dalam pengelola bahasa, diharapkan dapat digunakan dengan sebagaimana mestinya, serta untuk menghindari kesalahan dan ketaksaan dalam berbahasa Indonesia, dan itu adalah nilai plus atau bargaining untuk pembuat iklan karena telah mengikuti aturan yang terdapat dalam PUEBI.

KESIMPULAN

Dengan demikian, jelas bahwa kata baku dan takbaku, kelas kata, penggabungan dan pemisahan preposisi dan verba dalam bahasa Indonesia harus benar-benar diperhatikan secara saksama, sebab ini sangat penting bagi pembuat iklan di kain rentang dan papan iklan di ditempat umum. Keterbatasan dalam penggunaan bahasa Indonesia bukan suatu halangan mendasar, sebab Badan Bahasa Kemendikbud dalam laman resminya. Pengguna umum dapat mengunduh secara bebas tanpa dipungut bayaran sepeser pun. Ini dimaksudkan untuk masyarakat dapat menggunakan bahasa Indonesia dengan baik dan benar.

Kesalahan penulisan di tempat umum memang lumrah terjadi di kalangan masyarakat. Tetapi apa salahnya jika mereka melakukan pratinjau tulisan yang akan diklankan. Pada waktu itu kita tahu dengan istilah Ejaan Yang Disempurnakan atau biasa disingkat EYD. Seiring waktu berjalan, banyak terjadi perkembangan lema baru yang ditemukan di masyarakat, hingga pada tahun 2015, Kemendikbud sebagai garda utama yang menggawangi bidang bahasa, terutama Badan Bahasa yang bertugas mengembangkan bahasa di Indonesia dan akhirnya merilis Pedoman Umum Ejaan Bahasa Indonesia

atau PUEBI sebagai “kitab” acuan berbahasa Indonesia yang dan benar.

Dengan adanya PUEBI, niscaya kesalahan penggunaan bahasa Indonesia dapat terhindarkan dalam membuat iklan. Lalu konsumen atau pasien “tergoda” untuk memakai jasa yang ditawarkan dalam iklan. Kecakapan dalam membuat iklan sangat penting sekali, mengingat tulisan yang dibaca oleh orang pastinya berpengaruh terhadap nilai jual jasa yang dipasang dalam iklan. Dengan kecakapan ini dapat dipastikan bahwa iklan tersebut akan “laris manis” dan mempunyai daya jual yang bersaing di mata masyarakat.

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PROFIL PENULIS

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Perubahan Fonem pada Bahasa Jawa ngapak di Kabupaten Kebumen (Sebuah Kajian Fonologi)

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Cara Sitasi:

Purwaningrum, P. W. (2018). Perubahan Fonem pada Bahasa Jawa ngapak di Kabupaten Kebumen (Sebuah Kajian Fonologi). *Wanastra*, 10(2), 21–28.

Abstract - The purpose of this analysis is to know some contributing factors of phonem changes in Bahasa Jawa ngapak in Desa Bendungan, Kabupaten Kebumen. The method of this analysis is field research and the data of this analysis are taken from some utterances which uttered by residence. In collecting the data, writer interviewed the residence about some words then write the phonetic transcription of it. The writer found some phoneme changes such as coarticulation process in labialization in <tuwa> [tuwa], nasalisation [mb], [nd], and [nf], and glottalisation in [riʔ], [uʔaʔ], [sapaʔ]. The next changes are distribution process such as aferesis <hati> [ati], <hujan> [ucan], <rumah> [umah], apokop<ular> [uʔaʔ], monophthong <danau> [dano] [au] menjadi [o], and the last process is anafiksiss such as paragog in <siku> [sikuʔ]. Besides that the writer also found some consonants cluster in Bahasa Jawa Ngapak such as [swiwi], with [r] [kruju], [mripat], [mrinan], [srəŋeŋe] with [l] [bləcuk], [gluduk], [blədeg]. Some consonants also found in bahasa jawa ngapak Desa Bendungan kabupaten Kebumen [p], [b], [t], [ʔ], [c], [ʃ], [k], [g], [ʔ], [m], [n], [ŋ], [ɲ], [r], [s], [j], [h], [w], [l]. Besides that some vocals also appear [i], [u], [e], [ə], [ɛ], [o], [a].

Keywords: *Perubahan Fonem, Konsonan, Vokal, Konsonan Gabungan, Bahasa Jawa Ngapak Kabupaten Kebumen.*

PENDAHULUAN

Bahasa daerah sebagai salah satu kekayaan budaya yang dimiliki oleh bangsa Indonesia, sudah selayaknya dijaga dan dilestarikan agar tetap terjaga keberadaannya. Melalui usaha pemertahanan bahasa berarti turut menambah serta memperkaya bahasa dan kebudayaan dan bahasa nasional. Bangsa Indonesia memiliki beragam bahasa daerah dan dialek yang berbeda.

Beberapa bahasa daerah seperti jawa, sunda, madura, serta padang merupakan bahasa yang cukup banyak penggunaannya. Selain itu masih banyak bahasa daerah lain yang juga tetap harus digunakan, dijaga dan dilestarikan keberadaannya. Namun di masa sekarang tidak sedikit orang tua yang tidak lagi mengenalkan bahasa daerah pada anak-anaknya. Para orang tua berlomba mengenalkan bahasa asing dengan berbagai alasan, sehingga banyak dari anak-anak sekarang tidak mengenal bahasa daerahnya masing-masing. Terkadang rasa miris menyadarkan kembali kepekaan terhadap keberadaan bahasa daerah yang semakin hari semakin terabaikan.

Penelitian bahasa sangat penting dilakukan sebagai usaha pemertahanan bahasa daerah itu sendiri dan sekaligus sebagai cara untuk mengembangkan bahasa nasional. Begitu banyak kajian dalam bidang bahasa dari mulai fonologi, morfologi, sintak,

semantik, sosiolinguistik, serta pragmatik serta kajian terapan lainnya yang semuanya sangat menari dan bermanfaat untuk dilakukan.

Kajian fonologi merupakan kajian dasar dalam tingkatan kajian linguistik. Dalam (Chaer 2013:5) disebutkan bahwa fonologi mengkaji tentang bunyi-bunyi bahasa sebagai hasil akhir dari serangkaian tahap segmentasi terhadap suatu ujaran. Bunyi-bunyi bahasa sebagai satuan terkecil dari ujaran beserta dengan gabungan antarbunyi yang membentuk suku kata. Pendapat lain dikemukakan oleh (kridalaksana 2008:57) merupakan bidang dalam tataran linguistik bunyi-bunyi bahasa menurut fungsinya.

Bahasa jawa merupakan salah satu bahasa daerah yang jumlah pemakaiannya lebih banyak dibandingkan dengan bahasa daerah lain. Bahasa Jawa terbagi menjadi beberapa daerah yaitu jawa timur, Jawa tengah dan Daerah istimewa Jogjakarta. Masing-masing daerah tersebut memiliki ciri khas dan juga dialek yang berbeda. Sehingga terkadang dengan penutur menuturkan tuturan maka mitra tutur akan dapat mengidentifikasi dari mana penutur tersebut bersal.

Di jawa tengah khususnya juga memiliki dialek yang berbeda yaitu ada jawa ngapak yang digunakan oleh masyarakat Jawa Tengah dibagian barat dan semakin ke arah timur dialek jawa yang digunakan semakin halus. Dimulai dari Tegal, Brebes,

Banyumas, Kebumen, Purworejo, Jogjakarta, Solo, dan Semarang. Kabupaten Kebumen merupakan daerah yang berada diantara kabupaten Banyumas dan Purworejo, sehingga dialek dalam daerah tersebut dipengaruhi perpaduan antara dialek ngapak dari Kabupaten Banyumas dan halus dari Kabupaten Purworejo.

Dalam tulisan ini penulis menggunakan data yang diambil dari tuturan salah satu masyarakat yang tinggal di Desa Bendungan di Kabupaten Kebumen. Dialek bahasa setempat masih cukup kental dipengaruhi dialek ngapak. Penulis memberikan 253 kosa kata dalam bahasa Indonesia, lalu responden menjawab menggunakan bahasa daerah tersebut.

Menurut Chaer fonologi merupakan gabungan dari kata *fon* 'bunyi' dan *logi* yang berarti ilmu, yang berarti fonologi merupakan bagian dari kajian linguistik yang mengkaji, membahas, membicarakan, menganalisis bunyi-bunyi bahasa yang diproduksi oleh alat ucap manusia.

Pijakan berikutnya yaitu beberapa hal yang mempengaruhi perubahan bunyi atau fonem. Masih dalam (Chaer 2013: 96-105) di dalam praktik bertutur fonem atau bunyi atau bahasa tidak berdiri sendiri melainkan saling berkaitan. Oleh karena itu secara fonetis maupun fonemis akibat dari saling berkaitan maka bunyi itu bisa saja berubah. Jika perubahannya tidak mempengaruhi identitas fonemnya berubah maka perubahan itu bersifat fonetis, tapi jika perubahan tersebut mempengaruhi identitas fonemnya berubah maka fonem itu bersifat fonemis. Proses perubahan fonem dipengaruhi oleh beberapa hal yaitu adanya koartikulasi, perubahan morfologi, akibat lingkungan, distribusi, dan perkembangan sejarah.

Menurut (Chaer 2013:97) proses perubahan itu dapat terbagi dalam beberapa bentuk yang antara lain:

1. Akibat adanya koartikulasi

a. Labialisasi

Proses pembulatan bentuk bibir ketika artikulasi primer berlangsung.

Contoh:

<tujan>, bunyi [t] bunyi terdengar [tw]

b. Glotalisasi yaitu bunyi sertain yang dihasilkan dengan cara glotis ditutup sesudah bunyi utama diucapkan sehingga terdengar bunyi sertain. Misal: bunyi [a] pada kata <akan> terdengar menjadi [aʔkan].

c. Nasalisasi bunyi sertain yang dihasilkan dengan cara memberikan kesempatan arus

udara melalui rongga hidung sebelum atau sesudah bunyi utama diucapkan, sehingga terdengar bunyi sertain [m], terjadi pada konsonan hambat bersuara yaitu [b], [d], dan [g] sehingga menjadi [mb], [nd], dan [kg].

2. Akibat distribusi

Netralisasi yaitu proses hilangnya kontras antara dua buah fonem yang berbeda. Misalnya bunyi [p] pada kata <jawab> dilafalkan menjadi bunyi [p] dan juga sebagai [b].

3. Akibat perkembangan sejarah

Hal ini diakibatkan oleh pemakaian sejumlah unsur leksikal di dalam masyarakat dan budaya.

a. Kontraksi (peenyngkatan)

Proses menghilangkan sebuah bunyi atau lebih pada sebuah unsur leksikal.

1) Aferesis

Yaitu proses penghilangan satu fonem atau lebih pada awal kata.

2) Apokop

Proses penghilangan satu fonem atau lebih

b. Monoftongisasi

Proses ini terjadi akibat adanya perubahan dua vokal atau gugus vokal menjadi sebuah vokal.

c. Anaftiksis

Proses penambahan bunyi vokal diantara dua konsonan dalam sebuah kata atau penambahan sebuah konsonan pada sebuah kata tertentu.

1) Paragog

Ini merupakan proses penambahan bunyi pada posisi akhir kata.

METODOLOGI PENELITIAN

Menurut Sudaryanto, Metode deskriptif menyarankan bahwa penelitian yang dilakukan semata-mata berdasarkan pada fakta yang ada atau fenomena yang memang secara empiris hidup pada penutur-penuturnya, sehingga dihasilkan atau dicatat berupa pemberian bahasa seperti potret, paparan seperti apa adanya. Dengan metode deskriptif,

penelitian dilakukan semata-mata berdasarkan fakta atau fenomena yang memang hidup pada penuturnya. Dalam hal ini, metode dekriptif memberikan gambaran yang objektif tentang fonologi bahasa Jawa di Desa Bendungan kabupaten Kebumen yang akan dianalisis sesuai dengan faktor pemakaian sebenarnya dari bahasa itu sendiri.

Pendekatan penelitian yang digunakan dalam penelitian ini adalah menggunakan pendekatan kualitatif. Penelitian kualitatif merupakan bentuk penelitian yang menggambarkan suatu keadaan dengan uraian. Data yang dikumpulkan berupa kata-kata (Moleong, 2005:11). Oleh karena itu, data yang akan dikumpulkan mengacu pada makna atau pemahaman terhadap interaksi terhadap konsep data yang dianalisis. Dengan demikian data dianalisis dalam bentuk uraian transkripsi.

Pendekatan kualitatif memiliki ciri-ciri berlatar alamiah, bersifat deskriptif, lebih mengutamakan proses daripada hasil, dan analisis data bersifat induktif (Bogdan dan Biklen, 1982 dalam Djajasudarma, 1994).

Berlatar alamiah, maksudnya data penelitian bersumber dari peristiwa-peristiwa komunikasi dan situasi alamiah yang berlangsung di masyarakat setempat.

Bersifat deskriptif, maksudnya data dikumpulkan berbentuk deskripsi wacana. Data dilengkapi dengan konteks terjadinya interaksi. Pendeskripsian konteks diupayakan hingga menyentuh hal-hal kecil, seperti waktu, tempat, dan kedudukan partisipan. Hasil analisis data dipaparkan sesuai dengan temuan di lapangan.

Data dan Sumber Data

a. Data

Data dalam penelitian ini berupa bunyi-bunyi bahasa dalam bahasa Jawa di desa Bendungan Kabupaten Kebumen.

b. Sumber Data

Sumber data dalam penelitian ini adalah bahasa yang dituturkan oleh penutur jati bahasa Jawa yang diperoleh melalui pengamatan dan pencatatan lapangan secara langsung. Subjek penelitian yang dipilih dalam penelitian ini adalah penutur jati bahasa tersebut. Namun, tidak semua masyarakat asli penutur bahasa setempat mempunyai kedudukan yang sama. Oleh karena itu, untuk mendapatkan data yang valid diperlukan seorang informan.

HASIL DAN PEMBAHASAN

Tabel 1. Hasil Analisis Perubahan Fonem Pada Bahasa Jawa Ngapak di Desa Bendungan Kab. Kebumen.

Perubahan Fonem							
koartikulasi	Distri busi	Perkembangan Sejarah					
		na s	glot	net	kontraksi		mono f
aferesi s	apoko p						
1	9	12	1	3	1	2	1

Catatan:

- No : Nomor
- Ina : Indonesia
- Japak : Jawa Ngapak
- Lab : Labialisasi
- Nas : Nasalisasi
- Glott : Glotalisasi
- Net: Netralisasi
- Monof : Monoftongisasi
- Anaf : Anaftiksis

Dalam tulisan ini penulis menggunakan data sebanyak 253 tuturan dalam Bahasa Jawa ngapak di Desa Bendungan Kabupaten Kebumen. Data data tersebut penulis menemukan beberapa proses fonologi yang terjadi, diantaranya:

1. Proses Koartikulasi

Menurut Chaer (2013:96) Proses ini terjadi karena saat artikulasi primer memproduksi bunyi pertama berlangsung, alat-alat ucap sudah mengambil ancang-ancang untuk memproduksi bunyi selanjutnya.

a. Labialisasi

Proses ini terjadi saat ada pembulatan bentuk bibir saat artikulasi primer berlangsung.

Dalam bahasa Indonesia kata Tua saat dituturkan dalam bahasa Jawa ngapak menjadi [tuwa]. [t] adalah bunyi alpikoalveolar, tapi pada kata <tua> [t] disusul dengan [u] yang merupakan vokal bundar, maka [t] dengan pembulatan bibir maka seolah muncul bunyi [tw]. Jadi kata <tua> dilafalkan menjadi [tuwa].

b. Nasalisasi.

Merupakan proses bunyi sertaan yang dihasilkan dengan cara memberikan kesempatan arus udara melalui rongga hidung sebelum atau sesaat bunyi tersebut diucapkan. Bunyi sertaan [m] dan [n] pada [mb], [nd], dan [nɲ].

[mb]

kata <malam> dalam bahasa jawa ngapak <bengi> namun pada saat dituturkan ada arus udara melalui rongga hidung sehingga terdengar bunyi sertaan [m] [mbəŋi]. Bunyi yang sama juga terdapat pada kata <busek> dan <nangburi>

[nd]

Kata <lihat> dalam bahasa jawa ngapak <deleng> namun saat dituturkan ada arus udara melalui rongga hidung sehingga terdengar bunyi sertaan [n] [ncələŋ]. Bunyi yang sama juga ditemukan pada kata <damu> [ncamu].

[nf]

Kata <duduk> dalam bahasa jawa ngapak <jagong> namun saat dituturkan akan terdengar bunyi sertaan [n] [nfəŋŋ]. Bunyi serupa juga terdapat pada <jepit>, [nfəpit], <nangjaba> [nanɲfaba], dan <nangjero> [nanɲfəro].

c. Glottalisasi

Bunyi sertaan yang muncul saat glotis tertutup sesudah bunyi utama sehingga terdengar bunyi [ʔ]. Seperti pada kata <Duri>, <kutu>, <kamu> saat dituturkan dalam bahasa Jawa ngapak akan terdengar bunyi glottal [ʔ] bunyi [i] pada [riʔ], bunyi [a] pada [tumaʔ], dan bunyi [æ] pada [kowæʔ]. Berdasarkan data penelitian ini, bunyi glottal cukup banyak ditemukan diantaranya pada bunyi [u[aʔ], [dawaʔ], [bojoʔ], [icuʔ], [kaæʔ], [sapaʔ], [apaʔ], [təkaʔ], [oraʔ].

2. Proses Distribusi

Menurut Chaer (2013:99) proses ini merupakan saat dimana letak suatu bunyi dalam satu satuan ujaran.

a. Netralisasi

Situasi ini terjadi karena hilangnya kontras antara dua buah fonem yang berbeda. Bunyi [t] pada kata <babat> dapat dilafalkan sebagai bunyi [t] dan [d], sehingga bisa dilafalkan [babat] dan [babac].

3. Perkembangan sejarah

a. Proses kontraksi (penyingkatan)

Masih dalam (Chaer 2013:103) proses ini menghilangkan sebuah bunyi atau lebih pada seluruh unsur leksikal.

1) Aferisis merupakan proses menghilangkan satu fonem atau lebih pada awal kata.

Pada kata <hati> jika dituturkan dalam bahasa jawa ngapak akan terdengar [aʔi] pada pelafalan ini terjadi peningkatan dari kata <hati> dituturkan menjadi bunyi [h] hilang [aʔi]. Proses peningkatan ini juga terjadi pada bunyi [ucan] dan [umah].

2) Apokop adalah proses penghilangan satu fonem atau lebih pada akhir kata.

Pada kata <ular> dalam bahasa jawa ngapak dituturkan menjadi [o[aʔ] disini bunyi [r] hilang dan pelafalannya seperti muncul bunyi glotal.

b. Monoftongisasi

Merupakan proses perubahan dua buah vokal atau gugus vokal menjadi sebuah vokal. Pada kata <danau> dilafalkan dalam bahasa jawa ngapak akan terdengar menjadi [dano]. Dalam perubahan bunyi tersebut terdapat perubahan bunyi dari dua buah vokal [au] menjadi satu vokal yaitu bunyi [o] maka menjadi [dano].

c. Anaftiksis

Paragog adalah Proses yang terjadi saat ada penambahan bunyi vokal diantara dua konsonan dalam kata atau penambahan konsonan pada akata tertentu. Pada kata <siku> jika dilafalkan dalam bahasa jawa menjadi [sikuʔ]. Dalam bunyi tersebut terjadi penambahan bunyi konsonan di akhir kata dari [siku] dalam bahasa jawa ngapak menjadi [sikuʔ] yaitu terjadi penambahan bunyi [ʔ].

Selain itu dalam bahasa jawa ngapak di Desa Bendungan kabupaten Kebumen ditemukan beberapa bunyi konsonan gabungan / *consonant Cluster*. Diantaranya:

1. gabungan konsonan /r/

/mr/ pada bunyi [mripaʔ] dan [mriɲaʔ]

- /kr/ pada bunyi [kruŋu]
/sr/ pada bunyi [srəŋeŋe]
2. gabungan konsonan mengandung /l/
/bl/ pada bunyi [b|əcuk] dan [blədɛg]
/gl/ pada bunyi [g|uduk]
3. gabungan konsonan mengandung /w/
/sw/ pada bunyi [swiwi]

Berikut distribusi fonem konsonan dalam bahasa Jawa Ngapak di Desa Bendungan Kabupaten Kebumen

Tabel 2. Distribusi Fenom Bahasa Jawa Ngapak Di Desa Bendungan Kabupaten Kebumen: Konsonan

DISTRIBUSI FONEM BAHASA JAWA NGAPAK DI DESA BENDUNGAN KABUPATEN KEBUMEN: KONSONAN											
PLOSIF	[p]	[b]	[t]	[d]	[t̪]	[c]	[j]	[k]	[g]	[ʔ]	KET
#C_											
data	[papat]	[baluŋ]	[tələs]	[dano]		[cəlan]	[fənəŋ]	[kodol]	[gədaŋ]		
Makna	empat	tulang	basah	Danau		Main	nama	Tumpul	pisang		
Nomor	58			37		241		97	103		
C											
data	[njəpit]	[abaŋ]	[watu]	[blədɛg]	[siʔik]	[wəci]	[crifi]	[təkən]	[cagiŋ]		
Makna	Jepit	Merah	batu	Kilat		Takut	Jari	Tongkat	Daging		
Nomor	247	123		87		228	15	88			
_C#											
data	[landəp]	[tunfləb]	[ilat]	[babad]				[lamuk]	[blədɛg]	[riʔ]	
Makna	tajam	Tikam	lidah	babat				awan	kilat	duri	

Tabel 3. Distribusi Fonem Bahasa Jawa Ngapak Didesa Bendungan Kabupaten Kebumen : Konsonan

DISTRIBUSI FONEM BAHASA JAWA NGAPAK DI DESA BENDUNGAN KABUPATEN KEBUMEN: KONSONAN				
NASAL	[m]	[n]	[ŋ]	[ŋ]
#C_				
data	[mbəŋi]	[nəŋən]	[ŋokot]	[ŋoməŋ]
makna	malam	Kanan	Gigit	Bicara
no data	100	116	143	198
C				
data	[mambru]	[lanəŋ]	[aŋar]	[kruŋu]
makna	Bau	Laki-laki	Baru	Dengar
no data	117	174	157	195
_C#				
data	[antəm]	[təkən]		[lanəŋ]
makna	Pukul	Tongkat		Laki-laki
no data	206	88		174

Tabel 4. Distribusi Fonem Bahasa Jawa Ngapak Didesa Bendungan Kabupaten Kebumen : Konsonan

DISTRIBUSI FONEM BAHASA JAWA NGAPAK DI DESA BENDUNGAN KABUPATEN KEBUMEN: KONSONAN	
TRIL	[r]
#C_	
data	[rama]
makna	Bapak
no data	178
C	
data	[urip]
makna	Hidup
no data	210
_C#	
data	[silir]
makna	Sejuk
no data	85

Tabel 5. Distribusi Fonem Bahasa Jawa Ngapak Didesa Bendungan Kabupaten Kebumen : Konsonan

DISTRIBUSI FONEM BAHASA JAWA NGAPAK DI DESA BENDUNGAN KABUPATEN KEBUMEN: KONSONAN			
FRIKATIF	[s]	[j]	[h]
#C_			
data	[sirah]		
makna	Kepala		
no data	1		
C			
data	[bosok]	[kijε]	
makna	Busuk	Ini	
no data	116	138	
_C#			
data	[ŋərəs]		[gumoh]
makna	Kotor		Muntah
no data	12		205

Tabel 6. Distribusi Fonem Bahasa Jawa Ngapak Didesa Bendungan Kabupaten Kebumen : Konsonan

DISTRIBUSI FONEM BAHASA JAWA NGAPAK DI DESA BENDUNGAN KABUPATEN KEBUMEN: KONSONAN	
	[w]
#C_	
data	[wətəŋ]
makna	Perut
no data	24
C	
data	[kuwuŋ]
makna	Pelangi

no data	76
_ C#	
data	
makna	
no data	

Tabel 7. Distribusi Fonem Bahasa Jawa Ngapak Didesa Bendungan Kabupaten Kebumen : Konsonan

DISTRIBUSI FONEM BAHASA JAWA NGAPAK DI DESA BENDUNGAN KABUPATEN KEBUMEN: KONSONAN	
	[l]
#C_	
data	[l ^h ara]
makna	Sakit
no data	32
_ C_	
data	[bələt]
makna	Lumpur
no data	43
_ C#	
data	[siki]
makna	Kaki
no data	29

KESIMPULAN

Simpulan dari analisis ini adalah penulis menemukan beberapa proses fonologi yang terjadi dalam bahasa Jawa ngapak di Kabupaten Kebumen. Proses tersebut meliputi adanya proses koartikulasi yaitu nasalisasi, labialisasi, dan glotalisasi. Proses berikutnya yang penulis temukan adalah kontraksi dengan adanya aferesis dan apokop. Selanjutnya proses distribusi melalui netralisasi juga ditemukan, monofongisasi, dan anafiksis jenis paragog.

Dalam bahasa Jawa ngapak di Kabupaten Kebumen ini cukup banyak ditemukan proses netralisasi. Pada umumnya proses nasalisasi yang sering terjadi pada bunyi [mb], [nd], dan [kg], tapi pada bahasa Jawa ngapak ditemukan proses nasalisasi [mb], [nd] dan [nf].

Bunyi konsonan yang muncul pada bahasa Jawa ngapak di Desa Bendungan Kabupaten Kebumen adalah [p], [b], [t], [t̚], [c], [f], [k], [g], [ʔ], [m], [n], [ŋ], [ɲ], [r], [s], [j], [h], [w], [l].

sedangkan vokal yang muncul meliputi

[i]: [iruŋ] 10

[u]: [kupiŋ] 4

[e]: [lambe] 6

[ə]: [ŋərəs] 12

[ɛ]: [blədɛg] 87

[o]: [kodol] 97

[a]: [abaŋ] 123

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Stereotip Pahlawan Super: Perilaku Fisik Superman Di Buku Komik *The Death Of Superman*

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Abstract - This study aims at describing superhero stereotype. This stereotype has become an issue on every super hero stories in comic book. In this study, superheroes stereotypes are argued as good characteristic and charismatic physical behavior and these stereotypes are looked dominant, powerful, patriotism and masculine. This study focuses on how physical behaviors apply in superheroes especially in Superman character in the *Death of Superman* comic book. Therefore, this study aims to describe a physical behavior in Superman. In answering the challenge, descriptive method was implemented, using Baker's theory as an approach. Based on the analysis, the results of the study show: (1) Superman has a dominant and brave character; (2) Superman behaves to be a leader in team; and (3) Superman is always faced with a difficult situation to choose and decide the choice. From the analysis, the behavior of Superman makes Superman become very aggressive compared to other characters.

Keywords: Physical Behaviour, Superhero Stereotype, Superman

PENDAHULUAN

Fenomena pahlawan super membawa representasi maskulin pada beberapa sosok pahlawan super. Fenomena pahlawan super ini juga sudah menjadi sosok idola pada beberapa masyarakatnya, hal ini dikarenakan beberapa sosok pahlawan super dianggap lebih baik untuk beberapa masyarakat. (Sangienglili, 2012: 171). Fenomena ini membawa karakteristik yang hampir sama pada beberapa sosok pahlawan super tersebut. Kesamaan karakteristik ini adalah sama-sama manusia berotot dengan patriotisme yang tinggi dan hal ini membuat karakteristik pada pahlawan super menjadi karakter yang ideal dengan nilai-nilai maskulinitasnya. Nilai maskulinitas yang dimaksud adalah sifat – sifat seperti rasional, ambius, independen, dominan, dan berjiwa kepemimpinan (Chafetz, 1978).

Sifat maskulin ini membuat para karakter pahlawan super sangat dominan dan independen. Karakter ini terlihat sangat pemberani karena suka aksi sendiri dalam mengalahkan musuh.

Dengan adanya persamaan karakteristik ini memunculkan stereotip pada karakter pahlawan super.

Stereotip adalah pelabelan terhadap sesuatu hal bisa perorangan atau kelompok yang sering digambarkan dengan makna yang negatif (Burton dalam Junaedi 2007:65). Tetapi kemunculan stereotip pada karakter pahlawan super membuat pengenalan tokoh pahlawan super mudah untuk dikenali oleh masyarakat, jadi dengan adanya stereotip pada karakter pahlawan super akan mudah dikenali.

Karakter pahlawan super adalah karakter utama yang muncul dalam cerita di buku komik. Dengan kekuatan supernya, pahlawan super melakukan banyak aksi untuk melawan musuh-musuhnya dalam misi menyelamatkan bumi. Contoh karakter pahlawan super yang terkenal sampai sekarang adalah Batman, Ironman, Captain America, Spiderman, Thor, Aquaman dan masih banyak lagi karakter pahlawan super lainnya. Tetapi salah satu pahlawan super yang

terkenal dengan kekuatan super yang tidak biasa adalah Superman. Superman adalah satu karakter pahlawan super dari komik DC yang terkenal sangat kuat dan sampai sekarang karakter ini sangat terkenal dikalangan cerita pahlawan super.

Kemunculan karakter Superman pertama kali pada tahun 1938 dengan komik berjudul *Action Comics #1* dari Komik DC. Dengan kehadiran karakter Superman menandai mulainya *Golden Age* atau Era Emas pada Komik di Amerika, selain itu kehadiran tokoh Superman pada tahun 1938 memunculkan tokoh pahlawan super baru lainnya (Reynolds, 1992:8-10). Sebagai salah satu penyebab dari kemunculan tokoh pahlawan super lainnya, Superman menjadi salah satu tokoh yang sangat mempengaruhi karakteristik atau penokohan di beberapa pahlawan super lain bukan hanya di DC tetapi di Marvel sekalipun.

Pengaruh Superman pada karakter pahlawan super lainnya di benarkan oleh Thomson. Iain Thomson (2005: 18) mengatakan, *it would be more accurate to say that all superheroes are variations of the superman archetype*. Thomson berpendapat bahwa Superman adalah karakter prototipe untuk karakter pahlawan super yang baru, jadi beberapa karakter pahlawan super baru adalah pembaruan dari karakter Superman yang sudah dimodifikasi. Pembaruan karakter ini bisa terlihat dari penampilan fisik yang diubah untuk terlihat berbeda dan berfungsi untuk membanyak variasi didalam karakter pahlawan super, tetapi pada perilaku fisik atau tingkah laku pada pahlawan super tidak banyak perubahan.

Menurut Sternglanz and Serbin (1974), Streicher (1974), Levinson (1975), Mayes and Valentine (1979), and Thompson and Zerbinos (1995), tingkah laku atau perilaku fisik pada pahlawan super *were expected to be brave, dominant, intelligent, having difficulty making decisions, getting in trouble, acting like a leader, and being more aggressive*. Penokohan perilaku fisik pada karakter pahlawan super diwajibkan untuk memiliki perilaku yang berani, pintar, selalu mengambil keputusan sekaligus sebagai pemimpin, dan hal ini membuat karakter ini menjadi dominan dan agresif. Hal ini dilakukan karena pria diwajibkan untuk menjadi pelindung (Poedjiyanto, 2014: 19). Selain itu beberapa perilaku fisik ini sudah menjadi pola dasar untuk pahlawan super atau sudah menjadi stereotip di karakteristik pahlawan super agar mudah dikenali.

Dengan perilaku fisik ini, pahlawan super diharapkan menjadi tokoh yang sangat berani

dan rela mati sehingga pahlawan super tersebut menjadi pedoman yang sangat patriotik untuk pembacanya. Untuk membuktikan perilaku fisik pada karakter pahlawan super, karakter Superman akan menjadi objek untuk studi ini. Pengambilan objek karakter Superman dikarenakan karakter Superman menjadi karakter pertama pahlawan super di komik DC.

Mempersoalkan isu stereotip yang telah dipaparkan sebelumnya, studi ini bertujuan untuk mendeskripsikan stereotip perilaku fisik pahlawan super yang direpresentasikan oleh Superman dalam buku komik *the Death of Superman*. Guna mendeskripsikan tingkah laku atau perilaku fisik pahlawan super pada karakter Superman tersebut, rumusan masalah pada studi ini diformulasikan sebagai berikut:

1. Perilaku fisik apa saja yang muncul pada Superman pada komik *the Death of Superman*?

Selaras dengan rumusan masalah, tujuan studi ini adalah untuk mendeskripsikan perilaku fisik yang dimiliki oleh Superman pada komik *the Death of Superman*.

METODOLOGI PENELITIAN

Metode yang digunakan dalam studi ini adalah metode kualitatif. Metode kualitatif menurut Denzin dan Lincoln di Moleong (2007:5) yaitu :

“Qualitative research is a scientific research, aims to understand a phenomenon naturally in a context by emphasizing the deep process between the researcher and the phenomena in studied.”

Dengan metode kualitatif, semua data dikelola dengan cara yang mudah untuk dipahami, ditafsirkan, dan disusun, agar menghasilkan informasi yang deskriptif. Sesuai dengan fokus kajian, studi ini menjelaskan stereotip perilaku fisik apa saja yang berelasi dengan karakter Superman.

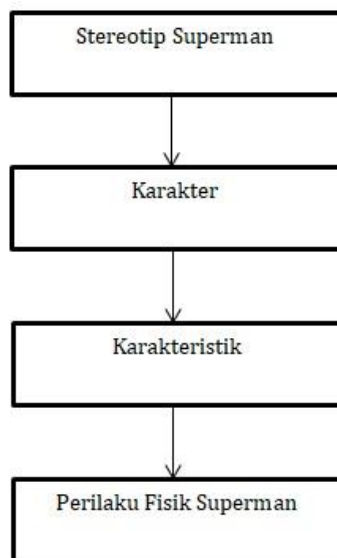
Untuk memperoleh data, beberapa langkah dalam pengelolaan data dilakukan. Pertama, data diidentifikasi dari rentetan panel dalam buku komik *the Death of Superman* sebagai sumber. Mengidentifikasinya melalui membaca buku komik *the Death of Superman* dengan seksama. Lalu, data diklasifikasikan berdasarkan tingkah laku apa saja yang muncul secara eksplisit dan implisit dari karakter Superman. Selanjutnya, data dianalisis dengan menggunakan teori

karakteristik yang berfokus pada perilaku fisik/*physical behaviour* dari Baker (2004).

Tokoh atau karakter adalah pelaku yang menjalankan peristiwa atau setiap kejadian dalam cerita fiksi sehingga terjalin cerita yang mengalir dan diekspresikan dengan percakapan dan tindakan dari karakter atau tokoh tersebut (Aminuddin, 2009:79). Karakter tersebut pada akhirnya dipastikan memiliki watak atau karakteristik yang berbeda-beda. Karakter Superman sebagai pelaku yang menjalankan jalan cerita di buku komik *the Death of Superman*, mengekspresikan karakteristiknya dengan percakapan dan tindakannya.

Karakteristik menurut Kaysee Baker (2014:20) pada karakter Superman dapat dilihat dari 4: *physical appearance*/penampilan fisik, *physical behaviour*/perilaku fisik, *personality trait*/ciri kepribadian, dan *communicative behavior*/perilaku komunikatif. Tetapi pada studi ini berfokus pada perilaku fisik/*physical behavior* dari karakter Superman di buku komik *the Death of Superman*.

Untuk mengetahui perilaku fisik dari karakter Superman, menurut Luxemburg (1984:171) karakteristik termasuk perilaku fisik dan watak Superman dapat diketahui secara eksplisit dan implisit. Eksplisit dimaksudkan karakteristik Superman dilukiskan dengan komentar karakter lain, dan implisit terlihat dari perbuatan dan ucapan dari karakter Superman sendiri.



Gambar 1 Kerangka Teori

Sebagaimana yang telah dipaparkan dalam landasan teori, perilaku fisik dari karakter Superman terlihat dari panel-panel yang diekspresikan melalui perbuatan dan percakapan yang dilakukan oleh karakter Superman dan karakter lainnya di buku komik *the Death of Superman*.

HASIL DAN PEMBAHASAN

Data pada studi ini memperlihatkan bahwa karakter Superman memiliki stereotip pahlawan super khususnya pada perilaku fisik pada karakter pahlawan super. Hal ini m

Data 1



Gambar 2 (Jurgens, Ordways & et al, 1993: 76)

Superman – You're the only one – Help Us!

Secara eksplisit karakteristik pertama pada Superman terlihat dari komentar karakter lain bernama Mitch. Karakter Mitch dalam buku komik *the Death of Superman* adalah karakter yang tidak memiliki kekuatan super seperti karakter Superman. Seperti gambar 2 halaman 76, Mitch meminta tolong kepada Superman untuk membantunya, Mitch menganggap bahwa Superman adalah pahlawan super satu-satunya yang bisa menolong dirinya, dengan kata lain Superman menurut Mitch adalah karakter yang paling dominan dibanding karakter lainnya.

Dengan meminta tolong kepada Superman, membuktikan bahwa Mitch percaya kepada Superman sebagai pelindung dirinya. Hal ini membuat Mitch yang tidak sekuat Superman meminta tolong kepadanya. Kepercayaan terhadap Superman sebagai pelindung dirinya dan kota Metropolis membuat Superman menjadi karakter yang dominan dibandingkan karakter lain yang ada di buku komik *the Death of Superman*.

Data 2



Gambar 3 (Jurgens, Ordways & et al, 1993: 77)

I hear you, Kid—I just thought one of the leaguers might be able to --! Damn! Gardner and the rest are unconscious! I've got to get back down there!

Pada data 2 Superman yang mendengar teriakan minta tolong Mitch membuat dia mendapatkan posisi yang sulit. Posisi sulit dimana Superman harus memilih. Pilihan ini dihadapkan pada dua hal, pertama melawan Doomsday atau membantu Mitch. Dua posisi yang harus dipilih dan susah untuk memilih karena dua-duanya sama-sama penting. Kesusahan untuk memilih membuat karakter Superman selalu mendapatkan masalah dalam pengambilan keputusan karena dua hal tersebut sama penting.

Data 3



Gambar 4 (Jurgens, Ordways & et al, 1993: 80)

I'll take care of things, Guy—You just let the doctors help you! You there—have your local hospital contact Maxwell Lord in New York City for these folks medical records!

Percakapan Superman dengan pahlawan super bernama Guy Gardner (member dari JLA, Justice League America) membuat Superman bukan hanya sosok dominan tetapi seorang pemimpin di JLA. Percakapan Superman dengan Guy terjadi di sela-sela melawan Doomsday di Metropolis. Superman yang melihat Guy sekarat menyuruh Guy untuk ke rumah sakit, dan Superman akan melawan Doomsday sendirian. Dari perilaku Superman yang menyuruh Guy, terlihat bahwa Superman adalah sosok pemimpin di JLA.

Data 4



Gambar 5 (Jurgens, Ordways & et al, 1993: 94)

There always is, but that doesn't alter the fact that I've still got to stop him ... and now I realize I have to do it alone!

Seperti data 3, pada data 4 Superman semakin percaya diri dan berani untuk mengalahkan Doomsday sendirian. Keberanian mengalahkan Doomsday dipacu dengan kekalahan tim JLA yang mengalahkan Doomsday. Guardian yang mau ikut melawan Doomsday pun dilarang secara halus. Penolakan dan keberanian diri Superman melawan Doomsday memicu Superman menjadi lebih agresif. Perilaku ini pun membuat Superman lebih banyak

memerintah kepada karakter lain walaupun

KESIMPULAN

Stereotip pada pahlawan super bukan hanya pada penampilan fisik yang berotot tetapi lebih dari itu. Keidealan sebagai sosok pria diwajibkan memiliki perilaku fisik yang terstandarisasi terhadap nilai – nilai maskulin. Standarisasi perilaku fisik yang maskulin pada pahlawan super terlihat pada karakter Superman. Pada buku komik *the Death of Superman*, perilaku karakter Superman dominan dan agresif dibanding karakter lainnya, hal ini terlihat dari analisis bahwa Superman selalu memberikan perintah kepada karakter lain. Dengan tindakan memberikan perintah kepada karakter lain, mengidentifikasi Superman sebagai pemimpin dari JLA. Selain itu keberanian dan percaya diri dari Superman membuat dia sangat dominan dan independen. Perilaku fisik Superman yang terbentuk sebagai pahlawan membuat dia selalu mendapatkan situasi yang sulit, sulit untuk memilih mana yang harus dilakukan duluan.

Mengkaji hasil temuan studi ini, saran penelitian lanjutan difokuskan pada pengkajian stereotip pahlawan super. Sebagaimana yang teridentifikasi pada buku komik *the Death of Superman*, banyak stereotip lain yang ditemukan. Dengan demikian tidak menutup kemungkinan stereotip lain selain di perilaku fisik memperlihatkan fenomena stereotip pada pahlawan super yang dapat memperkaya khasanah penelitian stereotip khususnya studi gender yang berkaitan dengan pahlawan super

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Personality Of Main Character In *Jobs* Film Directed By Joshua Michael Stern

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Abstract- *The purpose of this analysis is to know the personality of a person through a film. the author will discuss about the personality and nature of the main character in the film Jobs directed by Joshua Michael Stern. this paper contains how Steve personality in this movie. What are his personality types and moral values that can be taken and the author uses two relevant theories to analyze this film. The method of analysis is qualitative descriptive method. The data were collected through repeated witnessing and the theory for analysis here was obtained by books from library research and internet media in the form of electronic books. the results of f analysis show that (1) there are five personality data shown in the film (2) are seven data of personality type based on Goldberg's theory of Openness, Conscientiousness, Agreeableness, Extroversion and Neuroticism (3) moral values can be taken from film, that people can think of it as a lesson. The study of the analysis is useful for understanding the basic personality of each person and how good personality can affect a person's life in the field of work.*

Keyword: *Film, Main Character, Personality*

INTRODUCTION

Literature is the source or guideline used for various types of activities in the field of education. Literature is also interpreted as a reference to obtain certain information that can be a book or writing in a form other than a book .Literature is a medium used by the author in conveying ideas and opinions to express his perspective on life. Through literature, writers can write conditions that occur around the community where he lives.

A literary work is a creative art of the author. The creation of a literary work as a creative imaginative result of the author to form an imaginative world. In the imaginative world, the author is fully in charge of talking, peeling, and discussing human life. Literary works attempt to portray human life, not only in relation to other human beings, but also its relation to itself through the relationship of inner events.

Personality is a description of how a person behaves towards his surroundings, which is visible from the habits of thinking, attitudes and interests, as well as a view of his life is typical. Because in human life as an individual or a social being, personality always experience the color of life. There are times when happy, peaceful and happy. But life experiences prove that humans also sometimes experience things bitter, anxious, frustrated and so on .This shows that humans experience the dynamics of life.

Personality is very reflective of one's behavior. We can know what a person is doing in a particular situation based on our own. This is because in many ways, everyone is unique, distinctive. Therefore we need a kind of frame of reference to understand and explain the behavior of ourselves and others. We need to understand the definition of personality and how that personality is formed. For that we need behavioral theories, personality theories so that the usual disruptions to individual personality can be avoided.

Studying personality is interesting because the dynamic of knowledge about ourselves automatically increases. This is because the essence of a human being is that which exists and grows with the personality that accompanies every step of his life. Main character is a very important in the film, with main character can support to developing a film through personality and character of the person.

In this era watching film become one of the daily activities for some people. People may have different goals in watching film. such as, to add refreshing knowledge, learn a foreign language, understand foreign culture, entertainment or research. Film is an audio visual communication media to convey a message to a group of people who gathered in a certain place. Movie messages on mass communication can take any shape depending on the film's mission.

However, generally a film can include a variety of messages, be it educational messages, entertainment and information. The message in the movie is to use the symbol mechanisms that exist in the human mind in the form of message content, voice, speech, conversation and so on. The film is also regarded as a powerful communication medium against the targeted masses, due to its audio visual nature, live images and sounds. With pictures and sounds, the film is able to tell a lot in a short time. When watching a movie audience as if it can penetrate the space and time that can tell the life and even can affect the audience.

Jobs film is a movie about the personality of a person. The story in this movie starts from the story of a student named Steve Jobs who quit college because there is no fee for college. Then he decided to work in a company. It was there that Jobs began his career to become a superior employee and he motivated his employees to create something creative and other than others.

The purpose of the author to take the title of personality is because someone's personality is something interesting to discuss, so we can know the personality of a person through a film and take the moral message of steve personality in the *Jobs* film.

Based on the background of the problems described above the problem under study as follow:

1. How are personality shown in *Jobs* film ?
2. What are factors of personality in *Jobs* film ?

3. What are the moral messages in *Jobs* film ?

1. Definition of Film

Film is a distinct medium, and every film integrates various techniques into its overall form .Film currently records a more detailed image and has a superior look, but this shows up only in a new print projected in a well-equipped, well-run film theater most being neither. Film's advantages are moot unless writing, acting, and staging are of a very high order. Directing methods are identical, and only the scale of operations and path to completion are different.(Bordwell : 2008).

According Barnwell, (2008) "Film is a huge part of our everyday lives". Not only do we spend time consuming and discussing film, it also infiltrates our consciousness and carves out ideas about the world and its inhabitants. The impact of and fascination with film is such that a great deal has been written in the area of both film theory and practice.

Whereas according Haase (2003) "Film is a collaborative art, with each bringing his or her share to the table, and it takes a skilled", experienced eye to untangle the net of who is responsible for the way a film turns out.

Hunt, et.al (2010:18), "A movie is highly complex act of communication, and no act of communication is effective unless it takes into account how the recipient will receive it". It means, movie is the act of communication that the viewer can receive the meaning from the act of communication itself.

So the conclusion of the film is a closed medium that has a technique for recording a picture, the film is also the most important part of human life depending on how human life itself utilizes it because a movie will be interesting depending on who can change the film. Therefore film can be the biggest part of everyday human life.

2. Definition of Main Character

In the film a main character is the most important part because it is very influential in his running of a creation.

According to Sudjiman (1992), the main character is not determined by the frequency of appearance of characters in the story, but the importance of character involvement in story building events. The main character in this story is Steve.

According Haven (2000) "The Main Character is surest, easiest, and fastest road to learning study".

The main character is the one in the most scenes or the one with the most lines. This is often true, but they have the relationship backwards. It is not that lines makes the character but rather that a character may be expected to have a lot of lines or to show up in many scenes because they are the story's main character.

Whereas according to De Gruyter (2010) "The main character is the seller of the publisher rather than the customer". So the conclusion is that the main character is the person who holds an important role in a film work, the main character is usually more common in every scene and has a lot of dialogue than the others. The main character is also a key to the success of a work of film, therefore the main character is an important part to sell a film.

Shaffer (2008:147) state, "Main character is the leading male (female) character who generally exhibits superior qualities or who simply is the main character". It means, main character is the leader in the story.

Haven (2003:82) stated, "Main character is the one in the most scene or the one with the most lines or the person who in many scenes". In conclusion, main character is the person who appears almost in all scenes.

Card (2010:64) quoted, "The main character is a person from the writer's and the reader's own time and place, so that the character will experience the world with the reader's attitudes and perceptions". The other word, main character is the person who is created by the writer.

3. Character

Character is the most obvious form of literary representation of an individual within a larger imaginary situation. Character in a film can be divided into two groups, namely major or main character, and minor character. "A character is a figure that appears in a literary work such as novel, poetry and drama" (Barnet, 1988). Normally, a story consists of several characters one or more of this characters. One or more of this character appears as the main or primary character.

Character is people who are appeared in a narrative prose or novel and it is interpreted by the readers as a person who has moral quality and certain tendency such as being expressed in what they say and what they do (Abrams, 1982). "Character is the person who can contribute to a story in several ways" (Dickinson, 1996).

In his book, *Aspect of The Novel*, Foster differentiates flat character from round character. A flat character has a steady characteristic, which means that the characteristic does not change from the beginning of story until the end of story. Mean while, a round character is changing, means that there is a difference of the characteristic at the end of story (Foster, 1954).

According to Abrams in Nurgiyantoro (2013), "character is presented in a narrative work or drama", which by readers interpreted to have certain moral qualities and tendencies as expressed in speech and action.

According to Baldick (2001), "characters are actors in fiction or drama". the characters can be concluded as an actor that shown in a work, which is interpreted by the reader, have the moral quality and a certain tendency as expressed in his speech and what is done in action.

Gill (1997: 105) "Character is person in a literary work, whereas characterization is the way in which a character is created". It means, character is a person in literary work that created with characterization.

Headrick (2014:14) says, "A character is a person presented in lyterary text". It means, character is a person that is being told in lyterary text.

Lawani (2011, 15) stated that there are 11 kind of characters:

1. Flat characters have few but easily recognizable traits that make them stereotypical characters.
2. A round character is someone who has more facets to her/his personality than a flat character. This is a character that develops through the story and therefore, her/his qualities are difficult to identify completely, right up to the end. The personality of such a character is not consistent, which makes the character more realistic than others in the piece of writing.
3. A static character's personality does not change throughout the piece of work, and save for the initial introduction, there is not much to learn about such a character.
4. A dynamic character is someone whose personality changes through the course of writing, due to a change in the situation or the plot.
5. The confidant is someone the main character confides in, and it is through these confessions that the personality of the main character is revealed.

6. The foil is someone who is used as a contrasting character to enhance the personality of another character.
7. Often assumed to be a flat character, a stock character is actually one who represents stereotypical personality traits which may root from culture, appearance, or situations. Such characters are very easy to identify.
8. The protagonist is the character who is central to the story. Though often the good guy, the protagonist can also be the bad guy (or the anti-hero) in the story. But this protagonist is someone the reader has to accept and understand.
9. The antagonist, often termed as the villain of the story, is the character whom the protagonist must confront and defy for victory. The antagonist however may not only be a person, it could be a situation that is creating an obstacle in the path of the protagonist towards her/his final goal.
10. The underdog is a character who often is underplayed in a book, say someone who is the scapegoat or someone against whom all bets would have been placed in any given situation.
11. The sidekick of a character often has a weaker personality in comparison to the character her/himself. This is a person who sticks by the character's side all the time, and usually tends to do as directed by the character.

4. The Factor of Personality

Personality is a pattern of behavioral, temperamental, emotional, and mental traits for an individual. The role of personality dimensions in job performance researchers agree that almost all personality measures could be categorised according to the five-factor model of personality (also referred to as the "big five" personality dimensions) (Goldberg, 1990; Hogan et al., 1996).

The five personality dimensions seem to be relevant to different cultures (McCrae & Costa, 1997) and have been recovered consistently in factor analyses of peer- and self-ratings of trait descriptors involving diverse conditions, samples, and factor extraction and rotation methods (Costa & McCrae, 1988). Research also showed that the five personality factors have a genetic basis (Digman, 1989) and that they are probably inherited (Jang, Livesley & Vernon, 1996).

There is still considerable controversy in personality research over how many personality traits there are, but the Five Factor or **OCEAN** model is popular; it is the one I chosen for this study. The five factors, which are orthogonal dimensions of the personality space, are *openness*, *conscientiousness*, *extroversion*, *agreeableness* and *neuroticism*.

5. Openness

Openness to Experience. Openness to Experience includes active imagination, aesthetic sensitivity, attentiveness to inner feelings, a preference for variety, intellectual curiosity and independence of judgement. People scoring low on Openness tend to be conventional in behaviour and conservative in outlook. They prefer the familiar to the novel, and their emotional responses are somewhat muted. People scoring high on Openness tend to be unconventional, willing to question authority and prepared to entertain new ethical, social and political ideas. Open individuals are curious about both inner and outer worlds, and their lives are experientially richer. They are willing to entertain novel ideas and unconventional values, and they experience both positive and negative emotions more keenly than do closed individuals. Research has shown that Openness to Experience is related to success in consulting (Goldberg, 1990).

Being open to experience is open to experience and can adapt to new things. Those who have an open nature usually have a curious nature about something they don't know yet.

6. Conscientiousness

Conscientiousness refers to self-control and the active process of planning, organizing and carrying out tasks (Goldberg, 1990). The conscientious person is purposeful, strong-willed and determined. Conscientiousness is manifested in achievement orientation (hardworking and persistent), dependability (responsible and careful) and orderliness (planful and organized). On the negative side, high Conscientiousness may lead to annoying fastidiousness, compulsive neatness or workaholic behavior.

Conscientiousness is someone's very careful attitude towards daily activities. someone who has the nature of conscientiousness tends to be very diligent and work hard.

7. Extraversion

Extraversion includes traits such as sociability, assertiveness, activity and talk. Extraverts are energetic and optimistic. Introverts are reserved rather than unfriendly, independent rather than followers, even-paced rather than sluggish. Extraversion is characterised by positive feelings and experiences and is therefore seen as a positive affect (Goldberg, 1990).

Extraversion is people who have the nature of talking a lot. They also usually have the ability to socialize in the field of work. Someone who has the nature of talking a lot is needed in the field of work that is required by someone to socialize.

8. Agreeableness

An agreeable person is fundamentally altruistic, sympathetic to others and eager to help them, and in return believes that others will be equally helpful. The disagreeable/antagonistic person is egocentric, sceptical of others' intentions, and competitive rather than co-operative. According to Tett et al. (1991), "Agreeableness is a significant predictor of job performance". Salgado (1997) found that Agreeableness is related to training success. The co-operative nature of agreeable individuals may lead to success in occupations where teamwork and customer service are relevant (Goldberg, 1990).

Usually people who have an agreeableness nature help people and are always friendly. They also tend to prefer to hang out and finish their work with the team

9. Neuroticism

Neuroticism is a dimension of normal personality indicating the general tendency to experience negative affects such as fear, sadness, embarrassment, anger, guilt and disgust. High score may be at risk of some kinds of psychiatric problems. A high Neuroticism score indicates that a person is prone to having irrational ideas, being less able to control impulses, and coping poorly with stress. A low Neuroticism score is indicative of

Personality is the complex organization of cognitions, affects, and behaviors that gives direction and pattern (coherence) to the person's life. Like the body, personality consists of both structures and processes and reflects both nature (genes) and nurture (experience). In addition, personality includes the effects of the past, including memories of the past, as well as constructions of the present and future. "Personality is a valid predictor of employee job performance, as demonstrated extensively by criterion-related validity studies". (Chamorro-Premuzic & Furnham, 2010; Ones, Dilchert, Viswesvaran, & Judge, 2007).

Goodstein & Lanyon (1997) defines that "*personality is an abstraction for those enduring of the person that are significant for his or her interpersonal behavior*". According Durupinar (2009) "Personality is a pattern of behavioral, temperamental, emotional, and mental traits for an individual".

Whereas according to Allport (J. Feist, 2006) "Personality is the dynamic organization within the

emotional stability. Neuroticism is a personality dimension that assesses one's ability to withstand stress or stress.

Positive Characteristics of Neuroticism is called Emotional Stability (Emotional Stability), Individuals with emotionally stable drums Calm when faced with problems, confident, have a firm stand. (Goldberg, 1990).

Neuroticism is based on a person who has high self-confidence and never gives up. Those who have the usual nature of Neuroticism always do what they want. Until everything is achieved and they tend to be very confident in what they do.

10. Definition of Personality

The word personality is derived from the Latin term *persona*, originally representing the theatrical mask used by ancient dramatic players. As a mask assumed by an actor, *persona* suggests a pretense of appearance, that is, the possession of traits other than those that actually characterize the individual behind the mask. In time, the term *persona* lost its connotation of pretense and illusion and began to represent not the mask, but the real person's observable or explicit features. That is, personality is viewed as the patterning of characteristics across the entire matrix of the person. (Millon, 2004)

individual of those psychophysical systems that determine his characteristics behavior".

RESULT AND DISCUSSION

1. Summary of The Movie

Steve Jobs is the founder of Apple. Steve Jobs quit college because there was no fee. Jobs was later attracted to the calligraphy course. He meets his friend Daniel Kottke and spends time in India.

Two years later, Jobs returned to Los Altos, California, Jobs working for a company called Atari. After that Steve no longer work in a company called Atari.

Steve saw Wozniak make computers. Steve wants to develop his partnership with Wozniak and plans to promote his work on Homebrew. They named their new company Apple Computer. Wozniak gave Apple a demonstration to Homebrew Computer Club, Steve Jobs working with Wozniak to build a computer company in a small garage at home with makeshift equipment. Jobs later invited

Kottke, Bill Fernandez, Bill Atkinson, Chris Espinosa, and Rod Holt to join the Apple team that will make Apple I.

Jobs and Wozniak then developed Apple II. Then Jobs worked at a company called Apple Computers with his friends. Jobs served as leaders and Managers. Apple II's sales are quite successful and many people are interested to see it. In developing Lisa Jobs computer a lot of money, it's all because Jobs wants to create a Lisa Computer perfectionist in terms of products and design. A company board named Arthur thought Steve had wasted Lisa's computer development. Arthur asks Mike not to involve Steve in Lisa's development. Then Steve came out of the company he and his friend had founded. Mike gave Steve a new project and asked Steve to go back to his company. Mike asks Steve to join the Macintosh team.

Jobs then contacts CEO John Sculley Pepsi Co. John also joined Steve's company. Steve felt betrayed by John Sculley, CEO of Pepsi Co. who was recruited by Steve himself. Even John became CEO at Apple Computers company founded Steve. Steve felt hurt and left the company. Afterwards Steve tried to get up and cooperate with his friends who had set up Apple I.

Apple's company suffered a drop in stock after Arthur fired John Sculley in 1993. Steve plays the Apple Computer challenger with a product called NEXT, Steve goes back to his company to regain the company he once founded and eventually the success came to Steve. Steve was appointed as a board of directors and also CEO of Intern. Steve restored the company he first established. September 2012 Apple Computer became the most valuable company in the world that raised the name of Steve Jobs.

2. Personality in Jobs Film

a. Selfish

Data 1

In this scene. Steve asks Burrell to include a font on his computer program. But Burrell denied it on the grounds that it was not necessary for a computer program. But Steve was still forcing Burrell to put it in. Let's see Steve has a high emotion, he does not want to listen to Burrell's opinion. though Burrell tries to explain to Steve. Steve even asked Burrell to get out and fire him.

Dialogue 1

Steve : If you want to share our enthusiasm and care about the vision of this company .

Man : No, I just do not get it .

Steve : **Get out ! Pack your stuff and go, you're done .**

Man : Are you firing me ?

Steve : No, I've fired you



Figure I. Steve is firing a Man.

From the above dialogue, Personality in this scene is presented through Steve as the main character of the Self. Because there Steve would not listen to Burrell's opinion, let alone Burrell is the best technician in his team. From the analysis of dialogue and scenes presented above Steve has a selfish personality according to Durupinar Funda that Personality is a behavioral pattern, temperamental, emotional, and mental nature for an individual.

Data 2

In scene 00:55:50, Steve does not want to share his shares to his friend Kottke Daniel who is also involved with the establishment of his company.

Yet Daniel should get some of his rights to get shares. But Steve still did not want to put Daniel's name into the stock list.

From the above dialogue, the personality in this scene is presented through Steve as the main player "Yes, Daniel did not get anything" This dialogue shows Steve is very selfish and based on the theory according Durupinar we can conclude that Steve has selfish and emotional because more self-own.



Figure II. Steve and Mike are talking about share distribution

b. Perfectionist

Data 3

Scene 00:51:25 shows Steve asks his team to enter a font column, but burrell thinks it is not something important. steve keep persistently asks his team to enter a font column to show Lisa's computer characteristics.

Dialogue

Steve : I've been telling you this font for months.
Man : Everything we discuss here is just a concept, sorry but the font type is not an important thing.
Steve : **All of this is an important thing. If you want to make Lisa computer vision closer to reality? We must incorporate our extraordinary characteristics.**

From the above dialogue, Personality in this scene in Steve show as a major player which has a very perfectionist personality. "All of this is an important thing." If you want to make Lisa's computer vision closer to reality, we must incorporate our extraordinary characteristics. " This dialogue explains that steve is a perfectionist.

From those analysis dialogue and scene which presented above it can be stated that steve has a personality perfectionist with theory which proposed by Durupinar Funda.

Data 4

Dialogue 2

Steve : What are the embedded components here ?
Burrell : Stereo 64 bits ram, 256 bits for Motorola 6809 display.
Steve : Why not 6800 ?
Burrell : But it's an expensive processor.
Steve : **Look at the budget and give me the processor !**

In scene 01:07:39, Steve asked the Machintos team to give him a 6800 processor, while the processor was rated very expensive at his price. Steve still wants to use that expensive processor and ask his team to give it to him.

From the dialogue above the personality in the show steve is a perfectionist. Because steve asked

for a very expensive processor for Macintosh prooyek that leads him. "Look at the budget and give me the processor!". this dialogue explains that steve is a perfectionist person.



Figure III. Steve is asking computer components to his team

From those analysis dialogue and scene which presented above . It can be stated that steve has a personality perfectionist with theory which proposed by Durupinar Funda.

Data 5

In scene 01:33:18, Steve explains to his friend that they should wear 512kb instead of 128kb to develop his project. Instead they used 128kb to develop the project.

Dialogue

Steve : **I told you we should wear 512kb.** We do not wear 512kb, but we instead use 128kb, With 128kb then we can not develop it .

From the above dialogue, we can conclude that Steve is a perfectionist person. Steve wants to develop his project with a quality speed. Although it is very expensive.



Figure IV. Steve is explaining to her friend about speed specification

From those analysis dialogue and scene which presented above . It can be stated that Steve has a personality perfectionist with theory which proposed by Durupinar Funda.

3. Factors of Personality in *Jobs* Movie

a. Openness

This types based on Goldberg Theory, He explain that openness is types of Personality which is Steve trying to develop a computer creation his friend wozniak.

Data 6

Scene 00:17:28-00 shows that Steve tries to find out what is being done by his friend Wozniak. Steve wanted to try to develop what his friend Wozniak made.

Dialogue

Wozniak : This is the computer I'm working on . pair with it for its display.

Steve : Without wires, what do you mean

Wozniak : Yes the cable is disturbing, but in theory this can be realized if done .

Steve : **Show me ! I don't care this is not perfect, but it's a big thing.**



Figure V. Steve tried to find out what Wozniak made

Based on that scene we can conclude that Steve is open to new things. According to Goldberg's theory openness are open to new things or experiences. Based on scenes and dialogue over the main character Steve shows he is a person who is open to experience and new things.

Data 7

In scene 00:34:04, Steve asks Holt to help him add a power supply to the box, but Steve wants a non-noise power supply and loads it into a small box. From the dialog above Steve is a person who is open to new experiences because Steve tries to make a computer power supply.

Dialogue

Steve : apple ii first form of our model, personal computer home.

Holt : and you call me, because ?

Steve : **We need to add power supply to the casing .**

Holt : how much is its power?

Steve : 40 watts and not noisy

Holt : what does it mean is not noisy

Steve : I mean quiet

Holt : it's impossible, this thing will heat up. we need a fan and this thing will not be quiet.

Steve : that's exactly why we need you to redesign.

Holt : Redesigned what ?

Steve : **Its power supply, You have to add fan or anything. and must fit into the box with this size.**



Figure.VI. Steve is asking holt to add power supply

Based on the scenes and dialogue we can conclude that Steve has a personality of openness, or has an open personality to new things according to Goldberg's theory.

b. Conscientiousness

This types based on Goldberg theory, he explain The conscientious person is purposeful, strong-willed and determined. Conscientiousness is manifested in achievement orientation (hardworking and persistent), dependability (responsible and careful) and orderliness (planful and organised).

Data 8

In scene 00:26:12, Steve is trying to negotiate with Paul, Paul asks Steve to do his work in 90 days. But with confidence Steve replied he will finish it in 60 days.

Based on the dialog above Steve said "I will finish it in 60 days", this dialogue shows Steve is a hard-working person.

According to the theory of Goldberg Conscientiousness is a person who works hard, diligent and responsible.



Figure VII. Steve was negotiating with Paul

Dialogue

Paul : well you have 90 days .

Steve : **I will finish it in 60 days**

In the above scenes and dialogue can be concluded that main character Steve is a person who will work hard based on the theory put forward by Goldberg.

c. Extraversion

The types based on Goldberg theory, He explain Extraversion includes traits such as sociability, assertiveness, activity and talkativeness.

Data 9

Scene 00:24:49 shows that Steve was rejected by Paul, but Steve tried to convince Paul to buy areve made goods. Then, Steve negotiate with Paul and his end Steve successfully convincing Paul to buy goods that will be made Steve.

Dialogue

Steve : What investment will we discuss?

Paul : Gosh steve, I just say interested, not buying.

Steve : I know, but you're not the only one who is interested.

Paul : Oh really I'm not the only one?

Steve : Yes, you are not the only one .

Paul : Very interesting, because you do not seem to be successful in Homebrew .

Steve : **You think we were there for the first time? we've been around the valley .**

Paul : All right so there is your area.

Steve : **I think we have the same passion, employers work by god, and god tells me to tell you this opportunity .**

Paul : I'll pay you \$ 400 / machine, for 50 units in pay as you send it here .

From the above dialogue we can conclude that steve is a person who is able to socialize and talkative. Goldberg explains that Extraversion is a person who has the ability to socialize and talk a lot. Based on the scenes and dialogue above main character steve has the ability to socialize as told by Goldberg.

d. Agreeableness

This types based on Goldberg Theory, He explain that Agreeableness is make boards.

Data 10

In scene 00:27:56, Steve calls his friends to join and help Steve work on his keyboard to be sold. The above dialogue shows that Steve needs someone else's help to complete his work and Steve needs teamwork to get his job done. Goldberg explains in his theory Agreeableness is a person who can work together and help each other.



Figure VIII. Steve is inviting his friends to join the keyboard

Dialogue

Wozniak : We do not have 60 days to make 50 units of this thing, and you questioned the symmetrical steve .No one cares about the look of the board .

Steve : I care .

Wozniak : That's good, but we do not have time to fulfill your stupid promise .

Steve : **You're right, we need help .Woz we got in trouble, We have to accommodate people in this place.**

Based on the scenes and dialogue can be concluded main character Steve is a person who can work together in theory according to Goldberg.

Data 11

In scene 01:09:01, Steve is trying to help his colleagues to build the Macintosh project, from the above dialogue explains that Steve has the personality of agreeableness that is likes to help.



Figure IV. Steve was gathering with her colleague.

Dialogue

Man : What are you doing here ?

Steve : **I'm here to help build a Macintosh .**

e. Neuroticism

This types based on Goldberg Theory, Neuroticism is a personality dimension that assesses one's ability to withstand stress or stress. Positive Characteristics of Neuroticism is called Emotional Stability (Emotional Stability), Individuals with emotionally stable drums Calm when faced with problems, confident, have a firm stand. He explain that Neuroticism is types of Personality which is Steve is very confident he will program an interesting game .

Data 12

Scene 00:13:28 shows Steve is asking a project to his or her boss that he will do on his own. the dialog above Steve says "Give me my own project, I'll do it myself, I will make the best games you've ever seen", this dialogue shows Steve is a confident person. According to Golberg Neuroticism is a confident person.



Figure IX. Steve is asking a project to his boss

Dialogue

Steve : **Give me my own project, I'll do it myself. I will make the best game you've ever seen.**

Man : Are you serious ? All right Steve. I want you to re-program some games, make me like that .

4. Moral Message in *Jobs* Film

From the discussion that the author describes in the previous description obtained some moral messages tucked into the *Jobs* film :

1. Don't Give Up

The film features Steve Jobs struggling from pioneering Apple until he has to accept the bitter reality of being "kicked" by the company he built with his friend Steve Wozniak. All of his goals and expectations were instantly destroyed. Steve did not know what to do. Steve felt he had let down a lot of people and almost thought to leave his home in Silicon Valley.

But slowly his spirits returned. Little by little . The incident took him a time. Five years later he rose, Steve began to establish a company called NeXT. Shortly after that Apple bought NeXT and Jobs back to Apple. NeXT then became the most technological role in Apple's rise. Steve was convinced that the extraordinary events he was experiencing would not have happened if he had not been fired from Apple and stopped halfway. So do not be afraid to make big changes and never give up.

2. Follow Your Heart and Believe What You Want To Do

Based on a film that tells of a young man named Steve Jobs, Six months in his first year of college at Reed College, Steve Jobs decided to drop out. Although the student's status has been lost, Steve Jobs remains around the campus environment. He follows courses such as calligraphy classes exploring various fonts, the variable space between letters. Although it is very clear this class will not be useful for future careers who want to be pursued. Apparently, after 10 years later, typography that Steve Jobs studied was poured into the Macintosh to become the first computer with beautiful typography. His decision has also led him to success, not just because of his hard work. Because he followed his heart and did what he wanted to do."So, follow your heart and believe what you want to do, that the dots you do will somehow connect to the future.

3. Don't Stop Innovating

At the beginning of his career before Steve success, until where Steve tried to develop a computer first. Steve and his friends continue to work on creating a variety of computer innovations. Steve continues to innovate to develop his computer for the better. Until the end of his computer made Steve in know many people. So do not stop to innovate.

CONCLUSION

Personality is the nature of a person who describes each character. Personality aims to know human beings both the nature and type of human personality itself. General personality refers to how the individual arises and creates an impression for the other individual. Personality is the organization that determines how a person adapts to the environment, or in other words personality is all the way in which an individual interacts with others. Personality is a pattern of behavioral, temperamental, emotional and mental traits for an individual.

Steve's personality in this movie is that Steve is a selfish and perfectionist person. As for some type of personality owned Steve is hardworking, confident, persistent, easy to socialize and always work with the team. personality also greatly determines the life of every human being by the way they associate. A good personality will produce a good response and a bad personality will get a bad response also depends on how the person is living it.

Regarding the moral content of this film, the process of the main character in the film Jobs, many moral messages you give such as do not give up in achieving success, keep trying and trying again to succeed. Follow your heart when you go through something and believe it will produce results and continue to innovate in creating something.

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PROFIL PENULIS

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Keberterimaan Antara Teks Sumber dan Teks Sasaran

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Umam, A. H. (2018). Keberterimaan Antara Teks Sumber dan Teks Sasaran. *Wanastra*, 10(2), 47–54.

Abstract – *Acceptability of the translation is one of criteria in determining the quality of translation. The objective of this research is to describe the range of acceptability between the source and target language in the novel of Vivaldi's Virgin written by Barbara Quick as well as to identify the translation procedures used by the translator. This research is translation study with descriptive qualitative method. While the data of research are sentences taken from both the source text and the target text containing word, phrase and sentence. From the assessment, it can be concluded that translator is capable enough to translate the sentences from the source text into the target text. A translation can be understood as a transfer of message from one language to another. Translation is an attempt to convert from one form to another to retransmit messages from the source text to the target text. Finding of this study shows that 164 data taken randomly 110 (67%) are acceptable, 33 (20%) less acceptable, and 21 (13 %) unacceptable.*

Keywords: *Acceptability, Target Language, And Source Language.*

PENDAHULUAN

Bahasa dan budaya adalah dua hal yang tidak bisa dipisahkan dan keduanya mempengaruhi penerjemahan. Sebagaimana dikatakan oleh Newmark dalam Silalahi (2009) 'no language, no culture', artinya bahasa tidak terpisahkan dari budaya para penuturnya (Simatupang, 2000). Bahasa sebagai sistem yang terstruktur (*Structure system*) sama halnya dengan sistem lain memiliki pola yang umumnya bersifat statis (Machali, 2000). Dengan demikian, untuk menghasilkan terjemahan yang baik perlu menguasai budaya bahasa sumber dan sasaran. Hal ini sejalan dengan apa yang diungkapkan oleh Witte (1994), "They have to be biculturally competent".

Pentingnya seorang penerjemah memahami budaya dikarenakan teks merupakan suatu hasil tindak komunikasi dengan pembaca, norma, budaya, dan sebagainya yang berlainan (Machali, 2000). Setiap terjemahan baik harfiah ataupun bukan adalah hasil analisis pengalihan dan penyerasian yang disesuaikan dengan tindak komunikasi. Oleh karena itu penerjemahan teks yang berkaitan dengan unsur budaya harus dilakukan dengan seksama sehingga tidak menimbulkan perspektif dan makna yang berbeda.

Bahasa sebagai sistem bunyi bersifat manasuka (arbitrar) disusun secara manasuka pula sehingga timbul kata yang membawa makna tertentu. Mengingat sifat bahasa yang manasuka, maka tidak

ada hubungan antara kata dan benda yang diwakilinya dan orang bebas memberi nama kepada benda dan situasi yang ditemuinya. Sementara dalam ilmu semiotik yang diperkenalkan oleh Ferdinand de Saussure dijelaskan bahwa sistem tanda: *signified* dan *signifier* atau *signifie* dan *signifiant* bersifat atomistik. Makna muncul saat ada hubungan yang bersifat asosiasi atau in absentia antara 'yang ditandai' (*signified*) dan 'yang menandai' (*signifier*). Oleh karena itu tanda adalah kesatuan dari suatu bentuk penanda (*signifier*) dengan sebuah ide atau petanda (*signified*). Dengan kata lain, penanda adalah "bunyi yang bermakna" atau "coretan yang bermakna". Jadi, penanda adalah aspek material dari bahasa yaitu apa yang dikatakan atau didengar dan apa yang ditulis atau dibaca. Petanda adalah gambaran mental, pikiran, atau konsep. Jadi, petanda adalah aspek mental dari bahasa (Bertens, 2001).

Setidaknya ada tiga aspek penilaian dalam menentukan kualitas suatu terjemahan yaitu keakuratan (*accuracy*), keberterimaan (*acceptability*) dan keterbacaan (*readability*). Keakuratan berkaitan dengan kesepadanan makna antara Bahasa Sumber (BSu) dan Bahasa Sasaran (BSa). Pesan yang disampaikan harus akurat, sama makna. Kesepadanan makna di sini bukan hanya sekedar bentuknya tetapi pesan, ide gagasan pada BSu tersampaikan pada BSa. Kesepadanan ini juga bukan berarti penerjemahan kata perkata, melainkan keseluruhan ide atau pesan. Ketepatan di sini bermakna bahwa terjemahan yang berkualitas adalah terjemahan yang menyampaikan informasi atau

pesan dari BSu secara benar, tepat, dan jujur sesuai dengan maksud dari pengarang BSu. Informasi yang disampaikan tidak ada yang tertinggal, tidak ada yang bertambah, dan tidak ada yang berbeda. Pembaca dapat memahami hasil karya terjemahan itu dengan mudah serta sesuai dengan pesan yang terkandung didalamnya.

Aspek keberterimaan adalah erat kaitannya dengan derajat kewajaran suatu teks terjemahan terhadap norma, kaidah dan budaya BSa. Terjemahan yang memiliki tingkat keberterimaan tinggi menghasilkan terjemahan yang alamiah, luwes dan tidak kaku. Sementetara aspek keterbacaan dalam penilaian suatu terjemahan berkaitan dengan mudah tidaknya suatu teks terjemahan dapat dipahami. Tingkat keterbacaan yang tinggi diukur apabila suatu teks terjemahan bisa dipahami dan dimengerti oleh pembaca BSa. Biasanya faktor-faktor yang mempengaruhi keterbacaan antara lain panjang rata-rata kalimat, jumlah kata-kata baru, dan kompleksitas gramatika dari bahasa yang digunakan. Ketiganya; keakuratan, keberterimaan dan keterbacaan- mempunyai peranan penting dalam menentukan kualitas suatu terjemahan. Ketiga aspek penilaian kualitas terjemahan tersebut dikenalkan oleh Nababan (2006).

Keberterimaan hasil terjemahan adalah suatu proses yang berhubungan dengan kemampuan untuk memindahkan makna dari suatu bahasa ke bahasa lain. Keberterimaan dalam penerjemahan merupakan hal penting untuk menghasilkan terjemahan yang baik. Makna yang ada dalam teks sumber harus bisa diterima saat diterjemahkan ke teks sasaran baik dalam tataran makna ataupun juga dalam tataran bentuknya. Idealnya sebelum melakukan penerjemahan, seorang penerjemah perlu mengetahui untuk siapa (*audience design*) dan untuk tujuan apa (*needs analysis*) dia menerjemahkan. Proses ini merupakan salah satu tahapan yang tidak dapat diabaikan dalam melakukan penerjemahan sehingga dia bisa menentukan metode, prosedur dan ideologi penerjemahan yang akan digunakan.

Konsep penerjemahan dapat dipahami sebagai reproduksi pesan yang terkandung dalam BSu. Hoed (2006) mengutip pernyataan Basnett dan Lefevere menyatakan bahwa apapun tujuannya, setiap reproduksi selalu dibayangi oleh ideologi tertentu. Ideologi dalam penerjemahan adalah prinsip atau keyakinan tentang betul-salah dan baik-buruk dalam penerjemahan, yakni terjemahan seperti apa yang terbaik bagi masyarakat pembaca BSa atau terjemahan seperti apa yang cocok dan disukai masyarakat tersebut.

Sementara instrumen keberterimaan (*acceptability*) terjemahan dapat dijelaskan dalam tabel berikut ini:

Tabel 1. Instrumen Tingkat Keberterimaan

Skala	Definisi	Kesimpulan
3	Terjemahan terasa alamiah; istilah teknis yang digunakan dalam novel akrab bagi pembaca: kata, frasa, klausa, dan kalimat yang digunakan sudah sesuai dengan kaidah-kaidah bahasa Indonesia	Berterima
2	Pada umumnya terjemahan sudah terasa alamiah; namun ada sedikit masalah pada penggunaan istilah teknis atau terjadi sedikit kesalahan gramatikal.	Kurang Berterima
1	Terjemahan tidak alamiah atau terasa seperti karya terjemahan; istilah teknis yang digunakan tidak berterima	Tidak Berterima

Sumber: Nababan (2004) dengan modifikasi

Keberterimaan mengarah pada kelaziman dan kealamiahannya teks terjemahan dalam BSa sesuai dengan kaidah dan norma kebahasaan pembaca BSa. Teks tersebut harus dapat diterima dan dipahami maksudnya oleh pembaca sasaran. Pembaca akan memahami makna yang terkandung dalam kalimat-kalimat yang membentuk suatu teks terjemahan dan kemudian mengaitkannya dengan konteks situasi teks tersebut. Istilah keberterimaan (*acceptability*) ini juga digunakan untuk menyatakan ketaatan terjemahan pada aturan linguistik dan norma tekstual bahasa sasaran. Toury memberikan gagasan bahwa suatu terjemahan akan menjadi *adequate* jika norma yang diikuti berasal dari budaya dan bahasa sumber, sedangkan terjemahan tersebut disebut berterima (*acceptable*) jika norma yang diikuti berasal dari budaya dan bahasa sasaran (Munday, 2001).

METODOLOGI PENELITIAN

Penelitian ini menggunakan metodologi kualitatif dengan menganalisa ungkapan bahasa Inggris dan terjemahannya lalu dianalisis berdasarkan tingkat keberterimaan antara teks sumber dan teks sasaran. Penelitian ini termasuk penelitian kualitatif deskriptif dengan menggunakan teknik mencari data, mengumpulkan, dan menganalisisnya. Data yang dikumpulkan berwujud kata-kata dalam kalimat atau gambar yang mempunyai arti lebih dari sekedar angka atau jumlah (Sutopo, 2002). Sementara data dalam penelitian ini berupa kata-kata yang diambil secara acak dalam sebuah novel *Vivaldi's Virgins*

karya Barbara Quick yang diterbitkan oleh HarperCollin Publishers 2007.

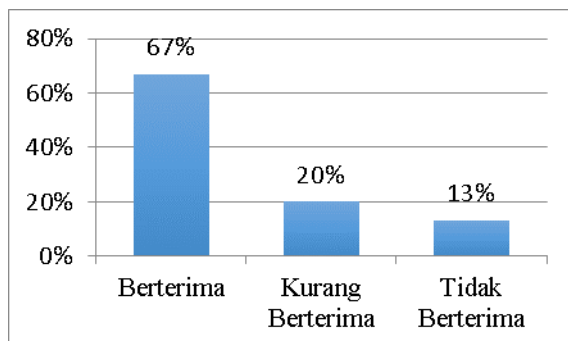
Teknis penelitian ini dilakukan dengan tiga tahap. Pertama membaca referensi dan hasil penelitian yang terkait untuk mempertajam pemahaman penulis tentang konsep penerjemahan. Kedua menganalisa teks dengan melihat tingkat keberterimaan antara Tsu dan Tsa. Ketiga menyampaikan hasil penelitian terkait temuan yang menjadi fokus pembahasan.

Sementara instrumen dalam penelitian ini adalah peneliti sendiri dengan berusaha memahami teks sebaik-baiknya, mengumpulkan data, mengolah data dan menganalisa data. Peneliti juga menggunakan kamus linguistik dan kamus besar bahasa Indonesia untuk memberikan gambaran yang tepat tentang makna antara teks sumber dan teks sasaran. Adapun pengujiannya didasarkan pada hasil penelitian dengan kajian pustaka, ketekunan pengamatan, dan pencatatan.

HASIL DAN PEMBAHASAN

Setelah membandingkan dan menganalisis teks sumber dan teks sasaran pada novel Vivaldi's Virgin, secara keseluruhan data hasil terjemahan ini dinilai mempunyai tingkat keberterimaan yang tinggi. Berdasarkan data sampling dari 164 data, terdapat 110 data (67%) kategori berterima, 33 (20%) kurang berterima, dan 21 (13%) tidak berterima. Dengan demikian, penelitian ini menyimpulkan bahwa terjemahan ini mengindikasikan bahwa sebagian besar teks terjemahan sudah berterima dan teks terjemahannya terasa alamiah dan pembaca mudah memahaminya. Hasil penilaian tingkat keberterimaan terjemahan ini secara keseluruhan dapat dilihat pada grafik 1 berikut ini.

Grafik 1. Keberterimaan Terjemahan



1. Terjemahan Berterima

Suatu terjemahan dikatakan berterima apabila suatu teks terjemahan tersebut terasa alamiah, istilah teknis yang digunakan lazim digunakan dan akrab bagi pembaca, kata, frasa, klausa, dan kalimat yang

digunakan sudah sesuai dengan kaidah-kaidah bahasa Indonesia. Diantara contoh keberterimaan penerjemahan antara TSu dan Tsa ini dapat dijelaskan di bawah ini:

Tabel 2. Terjemahan Berterima

No	Teks Sumber	Teks Sasaran
1	<i>I shouted at her. "I wash my hands of you"! And with that, I turned my back and ran farther into the forest. (P. 118)</i>	Aku berteriak kepadanya. "Aku tak ikut campur dalam masalahmu"! Setelah itu aku membalikkan punggungku dan berlari jauh menuju hutan. (P. 119)
2	<i>La Befana added, as if the words tasted of bile, "kissing her lover!" (P. 206).</i>	La Befana menambahkan, kata-kata yang seolah terasa empedu, "sedang mencium kekasihnya," (P. 203).

Penjelasan Tabel 2. Contoh Kalimat Nomor 1

Frasa 'wash my hand' yang terdapat dalam tabel 2 pada contoh 1 mempunyai penerjemahan yang berterima dalam Tsa. Keberterimaan tersebut disebabkan oleh adanya kesesuaian makna antara frasa 'wash my hand' apabila dibandingkan dengan konteks kalimat tersebut. Frasa 'wash my hand' dalam kalimat contoh di atas mengandung makna figuratif, bukan makna harfiah. Ungkapan metafora semacam ini juga dikenal dalam Tsa sehingga pembaca mudah memahami makna dari teks terjemahan tersebut. Pembaca untuk memahami pesan dari ungkapan metafora ini tidak perlu memahami konteks penyusun dari kalimat ini.

Sebagai unsur bahasa yang memiliki makna figuratif, frasa 'wash my hand': 'tak ikut campur masalahmu' dikenali sebagai citra metafora, kata frasa ini digunakan untuk menggambarkan topik metafora tersebut, atas dasar kemiripan yang dimiliki oleh frasa 'wash my hand' dengan topik metafora yaitu kata ganti 'I' yang mengacu pada Maria del Violin. Kalimat 'I wash my hand' jika diterjemahkan secara harfiah menjadi 'saya mencuci tangan' adalah ungkapan figuratif dengan maksud metaforanya 'Tak ikut campur masalahmu'. Pemadanan kalimat metafora ini merupakan sikap pelepasan dan pelarian dari rasa tanggungjawab dari suatu masalah yang sedang dihadapi.

Ungkapan metafora pada contoh (1) di atas memperoleh terjemahan berupa metafora juga dalam Tsa dengan citra yang berbeda 'wash my hand'

diterjemahkan menjadi ‘tidak ikut campur dalam masalahmu’. Topik metafora ini tidak disebutkan secara eksplisit sedangkan citranya adalah ‘*wash my hand*’. Penerjemahan metafora Tsu menjadi metafora dengan citra dan tipe perbandingan yang sama dalam Tsa dapat menghasilkan terjemahan yang sepadan.

Sementara prosedur penerjemahan teks metafora di atas, ditemukan modulasi berupa penggeseran sudut pandang, struktur kalimat TSu yang mempunyai makna positif menjadi negatif dan modulasi bebas. Frasa ‘*wash my hand*’ yang secara harfiah ‘mencuci tangan’ diterjemahkan menjadi ‘tidak ikut campur dalam masalahmu’. Pada Tsa terdapat eksplisitasi berupa kata ‘masalahmu’ yang tidak ada dalam TSu dengan tujuan untuk memberikan penegasan dan kewajaran dalam bahasa sasaran.

Penjelasan Tabel 2. Contoh Kalimat Nomor 2

Ungkapan frasa ‘*words tested of bile*’: kata-kata terasa empedu, yang terdapat dalam contoh (2) di atas mendapatkan terjemahan yang berterima. Kata ‘*words*’, pada pada konteks kalimat di atas mengacu perkataan La Befana yang sama sekali tidak ada kaitannya dengan empedu. Dengan demikian, kalimat di atas mengandung makna figuratif bukan makna harfiah.

Sebagai ungkapan kebahasaan yang mengandung makna figuratif, kalimat di atas memperlihatkan perbandingan yang eksplisit berupa simile. Perbandingan ini dapat dijelaskan dengan menguraikan unsur-unsur penyusun metafora menjadi topik, citra dan titik kemiripan. Topik dari metafora di atas adalah ‘*words*’: kata-kata. Citra metafora simile ini adalah ‘*bile*’: empedu. Titik kemiripan antara topik dan citra disebutkan secara eksplisit berupa perumpamaan yang seperti ‘empedu’. Perumpamaan semacam ini adalah ungkapan yang terasa sulit diutarakan dan diekspresikan karena mengandung makna yang pahit baik bagi penutur ataupun pendengarnya. Kesusahan untuk mengungkapkan kata ini sama halnya dengan rasa empedu yang sangat pahit.

Metafora bentuk simile pada contoh 2 di atas memperoleh terjemahan berupa simile juga dengan citra yang sama dan eksplisitasi simile berupa ‘*as if*’: seolah. Perbandingan antara topik: ‘*as if words*’: kata-kata dan citranya ‘*of bile*’: seolah terasa empedu dalam Tsa dieksplicitkan dengan menambahkan kata ‘*seolah*’. Titik kemiripan antara topik dan citra tetap dibiarkan eksplisit dalam Tsu.

Penerjemahan metafora bentuk simile di atas menjadi simile dengan menggunakan citra yang sama dapat menghasilkan terjemahan yang sepadan. Pembaca Bsa dapat memahami pesan yang terdapat dalam simile seperti pembaca Tsu memahami

metafora sumbernya dalam Tsu. Penambahan kata ‘*seolah terasa*’ di antara topik dan citra metafora tersebut memperjelas pesan yang hendak disampaikan, yakni perasaan sulit untuk mengungkapkan kata-kata bagi La Befana. Adapun konteks tempat simile tersebut, juga membantu pembaca Bsa memahami pesan yang terdapat dalam simile yang menjadi terjemahan Tsu.

Sementara dilihat dari prosedur penerjemahannya, penerjemahan simile menjadi simile merupakan modulasi yaitu modulasi bebas berupa eksplisitasi perbandingan melalui penggunaan kata ‘*seolah*’. Selain itu, juga ditemukan prosedur transposisi yang mengakibatkan penggeseran intrasistem dan penggeseran unit, yaitu pada penerjemahan ‘*tested of bile*’ menjadi ‘*terasa empedu*’. Preposisi ‘*of*’ dalam Tsa memperoleh padanan zero. Penggeseran ini disebabkan oleh kekurangwajaran penggunaan nominal dengan preposisi ‘dari’ sebagai terjemahan ‘*of*’ dalam Tsa. Sehingga ‘*tested of bile*’ tidak diterjemahkan menjadi ‘terasa dari empedu’ melainkan ‘terasa empedu’.

2. Terjemahan Kurang Berterima

Terjemahan kurang berterima merujuk pada terjemahan yang pada umumnya sudah terasa alamiah, namun ada sedikit masalah pada penggunaan istilah teknis atau terjadi sedikit kesalahan gramatikal. Terjemahan dianggap kurang berterima apabila bahasa yang digunakan pada terjemahan kurang sesuai dengan aturan bahasa sasaran, pilihan kata kurang memasyarakat dan kurang dikenali, serta ada kata atau istilah yang kurang wajar. Terdapat sebanyak 33 data yang tergolong sebagai terjemahan yang kurang berterima, diantaranya:

Tabel 3. Terjemahan Kurang Berterima

No	Teks Sumber	Teks Sasaran
1	<i>Not yet-the old bat will be watching from the window until we reach the embankment.</i> (P.40)	Belum, jangan sekarang, sang kelelawar tua itu masih terus mengawasi kita hingga kita sampai di tapal batas bangunan ini. (Hlm. 41)
2	<i>“Must I write it in my own blood, Padre, or will you lend me some ink”</i> (P. 249)	Pastor! Haruskah aku menulis lagu ini dengan darahku sendiri? Atau kamu akan meminjamkan pena? (Hlm. 247)

Penjelasan Tabel 3. Contoh Kalimat Nomor 1

Sebagai ungkapan kebahasaan yang mengandung makna figuratif, kalimat contoh 1 di atas dapat dikenali sebagai metafora karena kalimat tersebut memperlihatkan perbandingan yang implisit, yang merupakan esensi dari sebuah metafora. Perbandingan itu dapat dijelaskan dengan menguraikan unsur-unsur penyusun metafora sebagai berikut. Topik yang dibicarakan dalam metafora di atas adalah tersembunyi yang bisa dikenali dengan melihat konteks kalimat sebelumnya yang berupa Matteo. Sedangkan citranya 'old bat'. Jadi Matteo dibandingkan dengan 'old bat' atas dasar kemiripan tertentu. Titik kemiripan tersebut tidak disebutkan secara eksplisit.

Apabila memperhatikan konteks kata kelelawar tua, titik kemiripan dapat dijelaskan sebagai berikut. Kelelawar adalah sejenis binatang yang mempunyai dua sayap besar yang dikonotasikan dengan sorban dan kelelawar tidak bisa berjalan cepat, hal ini digambarkan dengan sosok Matteo yang jalannya tertatih-tatih.

Penerjemahan ungkapan metafora di atas memperoleh terjemahan berbentuk metafora juga dengan citra yang sama. Namun terjemahan tersebut dikategorikan kurang berterima yang penyebabnya terletak pada pengulangan/penambahan kata yang semakna. Kata 'jangan sekarang' setelah kata 'Belum' sebenarnya tidak perlu dimunculkan karena artinya sudah jelas. Penambahan kata ini oleh penerjemah justru membuat kalimat tidak efektif. Bisa jadi maksud penerjemahan adalah dengan tujuan menciptakan ungkapan yang wajar berdasarkan asumsi atau penafsiran konteks lain dalam TSu yang sebenarnya tidak perlu dilakukan.

Sementara dari segi prosedur penerjemahan, metafora tersebut mengalami transposisi berupa penggeseran struktur dari DM (*the old bat*) menjadi MD (sang kelelawar itu) dan penggeseran kelas. Pada contoh 2 di atas artikel 'the' yang merupakan artikel takrif diterjemahkan menjadi 'itu' yang dalam Bsa tergolong pronominal penunjuk. Penggeseran ini disebabkan karena dalam Bsa tidak terdapat takrif untuk menggantikan 'the'. Perubahan baik penggeseran struktur dan kelas ini merupakan suatu tuntutan yang berlaku dalam kaidah Bsa.

Penjelasan Tabel 3. Contoh Kalimat Nomor 2

Kalimat pada contoh 2 merupakan ungkapan kiasan yang samasekali bukan menggambarkan makna sebenarnya yaitu menulis dengan 'darahku sendiri'. Dengan demikian, frasa 'my own blood' itu tidak memiliki makna harfiah tetapi makna figuratif. Frasa 'my own blood' merupakan citra metafora yang digunakan untuk menggambarkan unsur lain, yaitu topik metafora itu. Hubungan antara 'my own blood'

dengan topik yang dijelaskannya merupakan sebuah perbandingan. Pada contoh 2 di atas, topik metaforanya tidak dinyatakan secara eksplisit. Akan tetapi, dengan menelusuri konteksnya dapat diketahui bahwa topik yang dibicarakan dalam metafora itu adalah seorang penyair yang bernama Libretto. Pembaca Bsu memahami metafora dengan citra 'my own blood'; darahku tersebut sebagai ungkapan untuk menunjukkan sikap kekesalan pada orang lain dengan cara melebih-lebihkan yang sebenarnya kalau dilakukan tidak mungkin bisa dilakukan. Ungkapan ini muncul dari sang Penyair lantaran tidak adanya alat lain yang bisa digunakan untuk bisa menulis lagu.

Penyebab terjemahan tersebut dikategorikan kurang berterima adalah terletak pada kesalahan teknis pada pemberian tanda baca kalau dilihat Tsa setelah kata 'Pastor' penerjemah memberikan tanda seru (!) sementara dalam Tsu hanya berupa tanda baca 'koma'. Penerjemah terlalu berorientasi pada Tsa untuk menciptakan ungkapan yang wajar berdasarkan asumsi atau penafsiran konteks lain dalam TSu yang sebenarnya tidak perlu dilakukan.

Dilihat dari segi prosedur penerjemahannya, citra tersebut mengalami modulasi yang berupa implisitasi dan tranposisi yaitu penggeseran struktur. Artikel 'in' dalam bahasa Tsa mempunyai padanan zero sedangkan frasa 'my own blood' yang bestruktur MD dalam Tsu menjadi DM dalam Tsa. Implisitasi artikel 'in' dalam Tsa bertujuan untuk menjadikan kalimat menjadi ungkapan yang wajar. Adapun penggeseran struktur pada penerjemahan contoh (2) di atas merupakan penggeseran wajib dan otomatis yang disebabkan karena tuntutan kaidah Bsa.

3. Tejemahan Tidak Berterima

Terjemahan tidak berterima identik dengan terjemahan tidak alamiah atau terasa seperti karya terjemahan; istilah teknis yang digunakan tidak lazim digunakan dan tidak akrab bagi pembaca, kata, frasa, klausa, dan kalimat yang digunakan tidak sesuai dengan kaidah-kaidah bahasa Indonesia. Pada umumnya ketidakberterimaan terjemahan yang terdapat Bsa disebabkan oleh ketidakhadiran subjek atau predikat kalimat atau klausa, ketidakhadiran klausa utama dan penggunaan istilah yang tidak lazim. Dari 164 data, terjemahan yang tidak berterima terdapat 21 data terjemahan dianggap tidak berterima.

Tabel 4. Terjemahan Tidak Berterima

No	Teks Sumber	Teks Sasaran
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1	<i>It put me in mind of flames of Hell (P.3)</i>	Rambutnya nampak seperti kobaran api neraka (Hlm. 3)
2	<i>With my arms wrapped around my music and music wrapped around my heart, I knew that I would want for nothing. (P. 236)</i>	Dengan seluruh jiwaku yang telah membungkus musik dan musik membungkus hatiku, aku tahu selain musik tak ada lagi yang aku inginkan di dunia ini. (Hlm. 233)

Penjelasan Tabel 4. Contoh Kalimat Nomor 1

Sebagai ungkapan kebahasaan yang mengandung makna figuratif, kalimat contoh (1) di atas dapat dikenali sebagai metafora karena kalimat tersebut memperlihatkan perbandingan yang implisit yang merupakan esensi dari metafora. Perbandingan ini dapat dijelaskan dengan menguraikan unsur-unsur penyusun metafora tersebut sebagai berikut. Topik yang dibicarakan dalam metafora di atas adalah 'It' (kata ganti yang mengacu pada rambut Don Antonio Vivaldi) sedangkan citranya adalah 'flame of Hell': kobaran api neraka. Titik kemiripan dari ungkapan metafora ini disebutkan secara eksplisit dalam kalimat sebelumnya yaitu 'frightened me': 'menakutkan saya'. Citra metafora berupa 'kobaran api' ini menunjukkan suatu kesan jika rambut Vivaldi tidak tersisir secara rapi, warnanya merah tua mirip api dan membuat siapapun yang melihatnya akan berpikiran negatif bahkan cenderung takut seperti halnya api neraka yang digambarkan dengan sesuatu yang menakutkan.

Titik kemiripan dari metafora ini dapat dilihat dari kalimat teks setelahnya yaitu rambut yang dimiliki oleh Don Antonio Vivaldi berwarna merah dan membuat para siswa merasa takut. Dan pada kalimat berikutnya juga diperjelas dengan kalimat: bahwa suaranya yang terdengar tidak sabar menggambarkan kalau Vivaldi bukanlah orang yang memiliki kasih sayang terhadap ana-anak.

Metafora pada contoh (1) di atas memperoleh terjemahan berupa simile yang ditandai dengan pengeksplisitan perbandingan antara topik dan citra melalui penggunaan kata *seperti*. Citra yang sama yaitu 'kobaran api neraka' tetap digunakan dalam bentuk terjemahannya. Tipe perbandingan simile dalam Tsa sama dengan tipe perbandingan metafora Tsu yaitu perbandingan dengan titik kemiripan yang eksplisit. Penerjemahan metafora Tsu menjadi simile dalam Tsa merupakan salah satu cara untuk mencapai terjemahan yang sepadan. Pesan yang terdapat dalam metafora contoh (1) di atas dapat dipahami oleh pembaca Tsa sebagaimana pembaca

Tsu dengan melihat konteks yang ada di kalimat sebelumnya yaitu 'frightened me': menakutkan saya. Konotasi 'api neraka' jelas menunjukkan makna negatif dan sangat menakutkan bagi setiap orang yang mendengar dan melihatnya.

Kalimat 'it put me in mind' oleh penerjemah dalam Tsa diterjemahkan menjadi 'rambutnya nampak' yang jika ditelusuri dalam Tsu tidak ditemukan padanannya. Jika diperhatikan terjemahan tersebut hanya berupa klausa. Dengan kata lain tidak muncul klausa utama sehingga informasi yang disampaikan belum lengkap. Padahal pembaca berhak mengetahui informasi yang dihilangkan tersebut. Penghilangan boleh dilakukan dalam penerjemahan namun tidak menghilangkan informasi atau pesan Tsu. Penghilangan lazim dilakukan pada hal-hal yang bukan substansial dari teks yang diterjemahkan. Sementara penyebab terjemahan tersebut dikategorikan tidak berterima karena ungkapan tersebut hanya berupa klausa dan tidak ada klausa utama akibatnya informasi yang disampaikan tidak lengkap. Hal ini juga disebabkan ketidakhadiran subjek atau predikat, klausa atau kalimat.

Penerjemahan melakukan penambahan kata dengan tujuan menciptakan ungkapan yang wajar berdasarkan asumsi atau penafsiran konteks lain dalam TSu yang sebenarnya tidak perlu dilakukan. Pada kalimat sesudahnya, ditemukan tranposisi yang berupa penggeseran intrasistem, preposisi 'of' pada frasa 'frame of Hell' dalam Tsa diterjemahkan menjadi zero. Penggeseran ini dilakukan karena tuntutan struktur dan kaidah Bsa. Dalam Bsa terasa kurang wajar jika frasa tersebut diterjemahkan menjadi 'lidah dari neraka'.

Sementara dari segi prosedur penerjemahannya, metafora tersebut di atas mengalami penggeseran sudut pandang dan modulasi bebas berupa eksplisitasi perbandingan dengan menggunakan kata 'seperti' sekaligus mengubah bentuk metafora menjadi simile

Penjelasan Tabel 4. Contoh Kalimat Nomor 2

Frasa 'wrapped around' tidak berterima secara harfiah. Ketidakterimaan tersebut disebabkan oleh adanya ketidaksesuaian semantis diantara unsur-unsur penyusun kalimat dilihat dari konteks pembentukannya. Ketidaksesuaian semantis itu dapat dijelaskan sebagai berikut.

Kata 'wrapped around', pada pada konteks kalimat di atas merupakan citra dari 'arm': jiwa yang telah membungkus. Secara harfiah, kata 'membungkus musik' tidak tepat penggunaannya. Dengan demikian, kalimat di atas mengandung makna figuratif, bukan makna harfiah. Sebagai kalimat yang mengandung makna figuratif

kalimat tersebut memperlihatkan perbandingan yang implisit, sehingga dapat digolongkan ke dalam metafora. Perbandingan ini dapat dilihat dengan jelas dengan menguraikan unsur-unsur penyusun metafora itu, yaitu topik, citra dan titik kemiripannya.

Topik metafora itu adalah *'arms'*: jiwa sedangkan citranya adalah *'wrapped around'*: membungkus. Titik kemiripan antara topik dan citra tidak disebutkan secara eksplisit. Akan tetapi dengan menelusuri konteksnya dapat diketahui bahwa titik kemiripan antara topik dan citra pada metafora sebelumnya adalah penyatuan yang sangat dalam sehingga sukar untuk dipisahkan. Konteks dalam ungkapan kalimat tersebut menjelaskan bahwa Anna Maria del Violin terlihat tertutup untuk menyukai orang lain selain musik yang telah menjadi bagian dari hidupnya. Musik bagi dia, tidak hanya sebagai kesenangan tapi juga teman pendamping yang bisa menghibur jiwa dan raganya.

Bentuk terjemahan metafora di atas memperoleh terjemahan yang berupa metafora juga, dengan citra yang beda yaitu *'arms'* yang secara harfiah: tangan mendapatkan terjemahan menjadi: 'jiwa'. Ketidakcocokan kolokasi dan tipe perbandingan metafora terjemahan dalam Tsa juga sama dengan ketidakcocokan kolokasi dan tipe perbandingan metafora Tsu, yaitu ketidakcocokan kolokasi tersembunyi dengan titik kemiripan implisit.

Sementara penyebab terjemahan tersebut dikategorikan tidak berterima terletak pada penggunaan istilah 'membungkus' yang terasa tidak alamiah bagi pembaca Tsa. Kata 'membungkus' tidak umum apabila digunakan untuk disandingkan dengan kata 'jiwa' dan 'musik'. Seharusnya, kata 'wrapped around' tidak diterjemahkan secara kata perkata (semantis) yang membuat hasil terjemahannya kurang wajar. Sebagai alternatif dapat digantikan dengan 'menyelimuti jiwaku' dari pada 'membungkus jiwaku'. Pergantian kata ini membuat ungkapan terasa lebih wajar dan muda dipahami oleh pembaca.

Sementara dilihat dari segi prosedur penerjemahan, dalam metafora Tsu ke dalam Tsa terjadi prosedur modulasi bebas. Modulasi bebas yang berupa penggeseran sudut pandang. Kata *'arms'* secara harfiah 'tangan', oleh penerjemah dalam Tsa diterjemahkan menjadi 'jiwa' yang jika ditelusuri dalam Tsu tidak ditemukan padanannya. Akan tetapi, konsep tersebut ada dalam Tsu dan dieksplicitkan dalam Tsa dengan tujuan menciptakan ungkapan kalimat yang wajar. Titik kemiripan dalam contoh di atas tidak disebutkan dengan jelas. Dengan demikian, penerjemahan ini dapat digolongkan dengan kolokasi tersembunyi

KESIMPULAN

Berdasarkan analisa terhadap keberterimaan antara teks sumber dan teks sasaran pada terjemahan novel *Vivaldi's Virgin*, peneliti menemukan tingkat keberterimaan teks tersebut terbilang tinggi dengan indikasi teks terjemahan dalam bahasa sasaran (BSa) terasa alamiah dan wajar sehingga pembaca mudah memahami dari pesan yang tertulis dalam novel tersebut. Tingkat perbandingannya berdasarkan data sampling dari 164 data, terdapat 110 data (67%) kategori berterima, 33 (20%) kurang berterima, dan 21 (13%) tidak berterima.

Secara umum, peneliti mengamati terjemahan dikategorikan kurang berterima dan tidak berterima cenderung disebabkan oleh penggunaan kalimat yang tidak gramatikal, kesalahan ketik, dan penggunaan istilah asing yang tampaknya belum akrab bagi pembaca, kolokasi yang tidak tepat, kata bahasa Indonesia yang belum lazim bagi pembaca.

Terjemahan yang baik dan berkualitas biasanya dihasilkan oleh penerjemah yang memiliki kompetensi kebahasaan, tekstual, bidang ilmu, dan budaya. Secara keseluruhan, penerjemahan ungkapan dalam novel ini baik dalam kata, frasa dan kalimat Tsu ke dalam Tsa sudah mencapai keberterimaan yang cukup tinggi. Dengan kata lain sudah terdapat kesesuaian. Hampir semua teks bahasa sumber diterjemahkan menjadi terjemahan yang berterima dalam bahasa sasarannya. Meskipun ada beberapa kalimat dalam bentuk metafora dalam bahasa sumbernya diterjemahkan menjadi kalimat yang bukan metafora dalam bahasa sasarannya, tetapi itu sangat sedikit. Sebaliknya ada juga kalimat dalam bentuk metafora dalam bahasa sumber yang tidak diterjemahkan menjadi metafora dalam bahasa sasarannya. Penerjemah telah menggunakan metode yang sesuai dengan jenis teks novel yaitu metode semantis dengan mengedepankan keterbacaan dan keberterimaan pada teks sasaran.

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PROFIL PENULIS

Akhmad Hairul Umam, M.Hum. Menyelesaikan Program Strata Satu (S1) Pendidikan Bahasa Inggris UIN Syarif Hidayatullah Jakarta 2004. Pendidikan Magiste (S2) Linguistik Terapan diselesaikan di Universitas Negeri Jakarta 2010. Aktif mengikuti seminar dan menulis opini di Koran Pelita & Detik.Com. Saat ini menjadi kandidat doktor bidang Linguistik Terapan Bahasa Inggris di Universitas Katolik Amajaya.

Pengaruh Model Pembelajaran Kooperatif Jigsaw, Konvensional dan Kedisiplinan Belajar Terhadap Hasil Belajar Bahasa Inggris

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Abstract - The goal of this reaserach is to get data about the effect of cooperative learning and dicipline to the result of english learning at SMP Anugerah Abadi Pamulang Tangerang Selatan. The method of this research is experimental. The sample are 60 students that consist of 30 experimental class, and 30 control class that uses sampling technique, cluster sampling of konvensional learning. It can be proved by $F_o=7,087$ and $sig = 0,010 < 0,05$. The data analysis uses ANOVA in two line. The result of this research shows are: (1) there is signficant effect of cooperative learning to the result of english learning student, (2) there is significant effect between students dicipline to the result of englsh learning, (3) there is effect of interaction that signficant between students dicipline and cooperativev learning to the result of english learning. This research has benefit to improve the result of english learning by using cooperative learning style, as jigsaw, and students dicipline in the class, and optimalization students in learning English.

Key Words: Learning Motivation, English, Learning Meethod, Cooperative, The Dicipline.

PENDAHULUAN

Pengertian pendidikan menurut UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia,serta ketrampilan yang diperlukan dirinya, masyarakat, bangsa dan negara. Oleh karena itu pemerintah melakukan pemerataan dan peningkatan untuk pendidikan.

Pendidikan dipandang sebagai salah satu faktor utama yang menentukan pertumbuhan ekonomi, yaitu melalui peningkatan produktivitas tenaga kerja terdidik disamping itu pendidikan dipandang mempunyai peranan penting dalam menjamin perkembangan dan kelangsungan hidup bangsa.

Sekolah merupakan lembaga pendidikan yang mempunyai tugas untuk menghantarkan peserta didik untuk mengembangkan segala potensi yang dimilikinya. Sekolah juga dipercaya sebagai satu-satunya cara agar manusia pada jaman sekarang dapat hidup mantap di masa yang akan datang. Keberhasilan pendidikan di sekolah sangat tergantung pada proses belajar mengajar di kelas.

Pembangunan di bidang pendidikan dewasa ini senantiasa mengalami peningkatan. Hal ini sejalan dengan perkembangan masyarakat yang menuntut perbaikan kualitas dan mutu di bidang pendidikan. Namun masih diperlukan usaha-usaha untuk menentukan cara yang tepat agar keterampilan dan kemahiran pembelajaran hakekatnya adalah proses interaksi antara peserta didik dengan lingkungannya, sehingga terjadi perubahan perilaku ke arah yang lebih baik.

Dalam pembelajaran di sekolah, terdapat banyak unsur yang saling berkaitan dan menentukan keberhasilan dalam proses belajar mengajar. Unsur-unsur tersebut adalah: pendidik (guru), peserta didik (siswa), kurikulum pengajaran, tes dan lingkungan. Siswa sebagai subyek dalam proses tersebut juga sangat berperan dalam keberhasilan kegiatan belajar mengajar (Sudjana 2001: 2).

Salah satu tugas pendidik atau guru adalah menciptakan suasana pembelajaran yang dapat memotivasi siswa untuk senantiasa belajar dengan baik dan bersemangat. Suasana pembelajaran yang demikian akan berdampak positif dalam pencapaian prestasi belajar yang optimal. Oleh karena itu, guru sebaiknya memiliki kemampuan dalam memilih meteode dan media pembelajaran yang tepat. Ketidaktepatan dalam penggunaan metode dan

media akan menimbulkan kejenuhan bagi siswa dalam menerima materi yang disampaikan sehingga materi kurang dapat dipahami yang akan mengakibatkan siswa menjadi apatis.

Salah satu mata pelajaran yang diajarkan disekolah adalah Bahasa Inggris. Siswa yang kurang aktif dalam pembelajaran Bahasa Inggris disebabkan karena metode dan pendekatan yang digunakan guru kurang mendorong siswa untuk belajar secara kondusif, sehingga penyajian materi oleh guru cenderung monoton. Guru cenderung lebih banyak berceramah dan kurang variatif dalam menggunakan metode dan media pembelajaran. Hal ini menyebabkan pembelajaran bersifat abstrak dan teoritis sehingga siswa tidak aktif dalam pembelajaran dan akan menimbulkan kebosanan terhadap pembelajaran yang dilakukan.

Oleh karena itu dalam proses pembelajaran Bahasa Inggris perlu kiranya dirancang keterlibatan siswa secara aktif. Untuk mencapai tujuan pembelajaran yang disusun (Semiawan 1987: 8).

Keadaan seperti yang ditunjukkan diatas tentu sangat mengkhawatirkan. Salah satu upaya yang dapat dilakukan guru untuk meningkatkan prestasi belajar siswa sehingga dihasilkan mutu lulusan yang baik. Sejumlah gambar, lukisan, baik dari majalah, buku, koran dan lain-lain yang ada hubungannya dengan pelajaran dapat dipergunakan sebagai alat peraga pembelajaran (Sudjana, 2001). Penggunaan media gambar dan lainnya diharapkan dapat meningkatkan pemahaman siswa akan materi yang disampaikan guru.

Pada proses pembelajaran, guru perlu meningkatkan kemampuan mengajar guna menjadi guru profesional. Kemampuan guru sebagai salah satu usaha meningkatkan mutu pendidikan sekolah perlu mendapat perhatian. Kemampuan yang dimaksud adalah kemampuan mengajar dengan menerapkan model pembelajaran yang tepat yang tetap memperhatikan antara lain materi, waktu, dan jumlah siswa dikelas. Guru dalam kemampuan mengajar diharapkan dapat menyampaikan materi yang dapat membangkitkan keaktifan siswa. Untuk bisa mengubah pandangan Bahasa Inggris sebagai mata pelajaran yang sulit haruslah diberikan solusi yang antara lain yaitu diperlukannya metode mengajar yang tepat, sehingga dapat mengatasi kesulitan dan permasalahan kurangnya kreativitas dan motivasi dalam belajar Bahasa Inggris.

Menurut Utami Munandar (2009) Kreativitas berarti mengembangkan talenta yang dimiliki, belajar menggunakan kemampuan diri sendiri secara optimal, dan mempunyai gagasan baru untuk menyelesaikan permasalahan. Maka dalam

pembelajaran Kreativitas siswa sangatlah diperlukan, hal tersebut dirasa perlu karena banyak sekali permasalahan dalam pembelajaran Bahasa Inggris, permasalahan tersebut adalah :

1. Siswa terkadang enggan menghafalkan kosa kata dalam bahasa inggris bahkan enggan mencari kosa kata yang tidak diketahui di dalam kamus bahasa inggris sehingga siswa tidak dapat memahami teks-teks bahasa inggris yang ada..
2. Kebanyakan siswa tidak mau mengemukakan gagasan atau idenya dalam menyelesaikan soal, jika tidak ditunjuk oleh guru.
3. Siswa juga masih takut menjawab soal karena masih takut salah.

Permasalahan tersebut menunjukkan bahwa kreativitas siswa sangat diperlukan untuk dapat menyelesaikan berbagai permasalahan sehingga siswa merasa percaya diri dan mampu mengerjakan dan memahami berbagai soal dalam Bahasa Inggris. Dengan demikian apabila kreativitas siswa meningkat diharapkan proses pembelajaran akan berjalan lebih aktif sehingga hasil pembelajaran akan lebih baik.

Proses pembelajaran yang mengikutsertakan siswa secara aktif, akan lebih bermakna karena dalam proses pembelajaran siswa mempunyai pengalaman yang lebih banyak sehingga materi pelajaran yang disampaikan diharapkan dapat diterima oleh siswa secara lebih baik. Kedisiplinan belajar siswa juga sangat diperlukan dalam mendorong siswa untuk bisa mencapai tujuan pembelajaran.

Perkembangan masyarakat dan kemajuan teknologi pada masa sekarang menuntut setiap guru dapat meningkatkan kompetensinya dalam mengajar. Guru dapat menentukan sendiri urutan kegiatan instruksionalnya atas dasar keyakinan akan keberhasilannya dalam mengajar. Pemilihan kegiatan intruksional tersebut mungkin berdasarkan atas pertimbangan praktis atau teori tertentu. Disamping itu, setiap guru akan mencari metode, media, pembagian waktu ataupun evaluasi yang tepat untuk setiap kegiatan belajar mengajarnya.

Lemahnya hasil dari suatu proses belajar mengajar dapat disebabkan oleh banyak faktor, antara lain minimnya sumber belajar, keterbatasan alat ataupun media, kurangnya sarana dan prasarana sampai dengan kemampuan guru dalam menentukan metode ajar agar siswa tertarik. Dalam pelajaran Bahasa Inggris di SMP sangat menuntut penguatan pada konsep-konsep abstrak maupun nyata, maka sebuah metode maupun model pembelajaran sangat mempengaruhi suatu proses pembelajaran.

Hasil belajar merupakan pemahaman faktual dan prinsip terhadap bahan atau isi pelajaran yang

bersifat kognitif, afektif dan psikomotorik. Hal ini terjadi apabila jenis belajarnya berupa belajar konsep-konsep, sedangkan belajar proses atau keterampilan lebih ditekankan pada bagaimana pelajaran Bahasa Inggris dengan tepat dan menarik sehingga anak didik memperhatikan apa yang dituangkan oleh gurunya melalui metode pengajaran yang variatif.

Kondisi yang dinamis, tertib dan aman adalah merupakan pencernaan dari kedisiplinan atau kehadiran dan kepatuhan. Kedisiplinan itu berlaku baik itu disiplin guru maupun siswa yang didasari oleh kesadaran dalam menjalankan dan melaksanakan peraturan.

Pada penelitian ini penulis mencoba menggunakan suatu metode yang digunakan untuk meningkatkan pemahaman peserta didik adalah metode **kooperatif tipe Jigsaw**. Metode ini digunakan untuk mengangkat suatu permasalahan ke dalam bentuk penelitian yang akan digabungkan dengan permasalahan kedisiplinan siswa dalam belajar.

Pembelajaran kooperatif merupakan salah satu model pembelajaran yang dapat meningkatkan aktivitas siswa selama proses belajar mengajar. Pembelajaran kooperatif sendiri memiliki beberapa pendekatan, antara lain Student Teams Achievement Divison (STAD), Teams Games Tournament (TGT), Jigsaw, Team Assited Individualization (TAI), Cooperative Integrated Reading and Composition (CIRC), Investigasi kelompok dan Pendekatan Struktural (Agus Suprijono, 2009).

Pada penelitian ini penulis membatasi pembahasan hanya pada Model pembelajaran Kooperatif Jigsaw, Konvensional, dan Kedisiplinan pengaruhnya terhadap hasil belajar siswa khususnya dalam belajar bahasa Inggris. Maka dari itu dalam penelitian ini penulis memberikan judul **“Pengaruh Model Pembelajaran Kooperatif Jigsaw, Konvensional dan Kedisiplinan Belajar Terhadap Hasil Belajar Bahasa Inggris”**.

Dari uraian diatas, maka Tujuan dari penelitian ini adalah sebagai berikut:

1. Pengaruh metode pembelajaran terhadap hasil belajar Bahasa Inggris pada materi text reading (report text) siswa SMP Anugerah Abadi Pamulang – Tangerang Selatan.
2. Pengaruh kedisiplinan terhadap hasil belajar Bahasa Inggris pada materi text reading (report text) siswa SMP Anugerah Abadi Pamulang – Tangerang Selatan.
3. Pengaruh interaksi antara metode pembelajaran dan kedisiplinan terhadap hasil belajar Bahasa Inggris pada materi text reading (report text)

siswa SMP Anugerah Abadi Pamulang – Tangerang Selatan.

METODE PENELITIAN

Metode penelitian yang digunakan adalah metode Eksperimen. Metode ini dipilih sebab merupakan metode penelitian yang tujuannya untuk menemukan faktor-faktor penyebab dan akibat, untuk mengontrol peristiwa dalam interaksi variabel, serta meramalkan hasilnya pada tingkat ketelitian tertentu (Surakhmad Winarno, 1980).

Penelitian ini melibatkan dua variabel bebas yang terdiri dari : (1) variabel bebas yang dimanipulasi dan (2) variabel bebas yang diperlakukan sebagai kontrol serta variabel terikat :

1. Variabel bebas manipulatif adalah metode pembelajaran yang terdiri dari metode pembelajaran jigsaw dan metode pembelajaran konvensional.
2. Kelompok yang memiliki kedisiplinan tinggi yang diberi pembelajaran menggunakan jigsaw.
3. Kelompok yang memiliki kedisiplinan rendah yang diberi pembelajaran konvensional.
4. Kelompok yang memiliki kedisiplinan rendah yang diberi pembelajaran jigsaw.
5. Kelompok yang memiliki kedisiplinan rendah yang diberi pembelajaran konvensional.

Penelitian ini menggunakan metode eksperimen dengan desain factorial 2x2 sebagai berikut.

Tabel 1. Desain Penelitian

Kedisiplinan (B)	Metode Pembelajaran (A)	
	kooperatif Jigsaw (A ₁)	Konvensional (A ₂)
Tinggi (B₁)	₁ B ₁	₂ B ₁
Rendah (B₂)	₁ B ₂	₂ B ₂

Keterangan :

A = Metode pembelajaran (A)

(A₁) = Metode Jigsaw

(A₂) = Metode konvensional

B = Kedisiplinan (B)

(B₁) = Kedisiplinan tinggi

(B₂) = Kedisiplinan rendah

Pelaksanaan eksperimen dilakukan pada akhir bulan Oktober dan Desember 2016. Proses berjalan sesuai dengan kegiatan KBM seperti biasanya. Eksperimen berlangsung selama 4 minggu atau setara dengan 12 jam pelajaran. Di akhir kegiatan pembelajaran

diberikan tes hasil belajar Bahasa Inggris pada materi tex reading, sebanyak 40 soal dengan 4 alternatif jawaban, kemudian data yang diperoleh digunakan untuk melakukan kegiatan penelitian

HASIL DAN PEMBAHASAN

A. Deskripsi Data

Penelitian ini merupakan penelitian eksperimen dua faktor, yaitu faktor metode pembelajaran (A) dan kedisiplinan diri (B). Masing-masing faktor terdiri dari sub faktor yang disebut level. Untuk metode pembelajaran (A) ada dua level, yaitu diberi metode kooperatif tipe jigsaw (A_1) dan metode pembelajaran konvensional (A_2). Faktor kedua adalah kedisiplinan diri (B) dengan dua level, yaitu: tinggi (B_1) dan rendah (B_2).

1. Data Hasil Belajar Bahasa Inggris dengan Metode kooperatif tipe jigsaw (A_1)

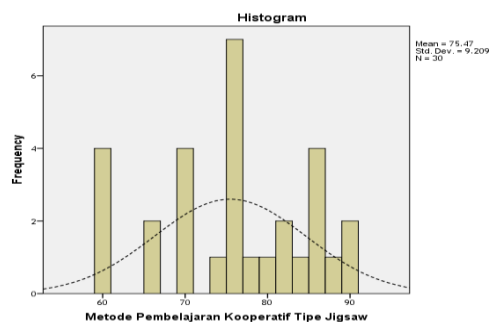
Data hasil belajar Bahasa Inggris yang menggunakan metode kooperatif tipe jigsaw diperoleh dari nilai tes responden yang menjadi sampel penelitian sebanyak 30 siswa. Nilai yang di peroleh adalah tetinggi 90, skor terendah 60, skor rata-rata sebesar 75,47, median sebesar 75, modus sebesar 75 dan simpangan baku sebesar 9,209.

Tabel 2. Deskripsi data Hasil Belajar Bahasa Inggris dengan Metode pembelajaran Kooperatif tipe Jigsaw

Statistics		
Metode Pembelajaran Kooperatif Tipe Jigsaw		
N	alid	30
	issing	30
Mean		75.47
Median		75.00
Mode		75
Std. Deviation		9.209
Minimum		60
Maximum		90

Bila dilihat dari hasil perhitungan di atas, maka bisa dikatakan bahwa hasil belajar Bahasa Inggris yang menggunakan metode kooperatif tipe jigsaw siswa SMP Anugerah Abadi Pamulang Tangerang Selatan tergolong cukup baik. Hal ini di indikasikan dengan perolehan nilai rata-rata sebesar 75,47.

Untuk memperjelas data di atas, digambarkan dalam histogram sebagai berikut :



Gambar 1: Histogram Hasil Belajar Bahasa Inggris Metode kooperatif tipe jigsaw

Dari histogram dan polygon frekuensi di atas dapat disimpulkan bahwa hasil belajar Bahasa Inggris siswa yang menggunakan metode kooperatif tipe jigsaw memiliki sebaran yang normal.

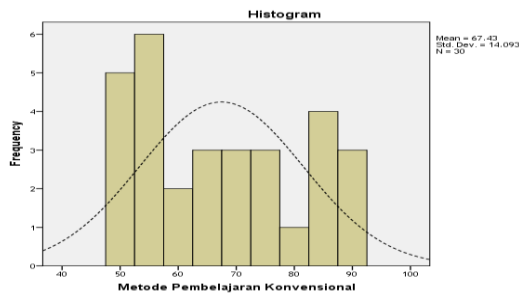
2. Data Hasil Belajar Bahasa Inggris dengan Metode pembelajaran Konvensional (A_2)

Data hasil belajar Bahasa Inggris siswa yang menggunakan metode pembelajaran konvensional diperoleh dari nilai tes responden yang menjadi sampel penelitian sebanyak 30 siswa. Nilai yang di peroleh adalah tetinggi 90, skor terendah 50, skor rata-rata sebesar 67,43, median sebesar 64,5, modus sebesar 50 dan simpangan baku sebesar 14,093.

Tabel 3. Deskripsi data Hasil Belajar Bahasa Inggris Metode pembelajaran Konvensional

Statistics		
Metode Pembelajaran Konvensional		
	alid	30
	issing	30
Mean		67.43
Median		64.50
Mode		50
Std. Deviation		14.093
Minium		50
Maximum		90

Bila dilihat dari hasil perhitungan di atas, maka bisa dikatakan bahwa hasil belajar Bahasa Inggris siswa yang menggunakan metode pembelajaran konvensional di SMP Anugerah Abadi Pamulang Tangerang Selatan tergolong kurang baik. Hal ini di indikasikan dengan perolehan nilai rata-rata sebesar 67,43. Untuk memperjelas data di atas, digambarkan dalam histogram sebagai berikut :



Gambar 2 Histogram Hasil Belajar Bahasa Inggris Metode pembelajaran Konvensional

Dari histogram dan polygon frekuensi di atas dapat disimpulkan bahwa hasil belajar Bahasa Inggris siswa yang menggunakan metode pembelajaran konvensional memiliki sebaran yang normal.

3. Data Hasil Belajar Bahasa Inggris yang memiliki Kedisiplinan diri Tinggi (B₁)

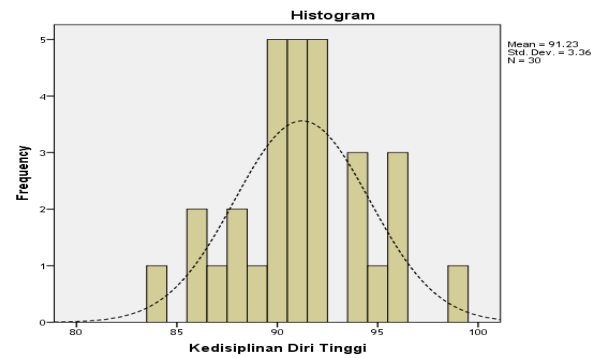
Data kedisiplinan diri tinggi diperoleh dari kuesioner yang diberikan kepada responden yang menjadi sampel penelitian sebanyak 30 siswa. Skor yang di peroleh adalah tertinggi 99, skor terendah 84, skor rata-rata sebesar 91,23, median sebesar 91, modus sebesar 90 dan simpangan baku sebesar 3,360.

Tabel 4. Deskripsi data Hasil Belajar Bahasa Inggris Kedisiplinan diri Tinggi

Statistics	
Kedisiplinan Diri Tinggi	
N	3
alid	0
issing	3
Mean	9
Median	1.23
Mode	9
Std. Deviation	3.
Minimum	360
Maximum	8
	4
	9
	9

Bila dilihat dari hasil perhitungan di atas, maka bisa dikatakan bahwa hasil belajar Bahasa Inggris siswa yang memiliki kedisiplinan diri tinggi di SMP Anugerah Abadi Pamulang Tangerang Selatan tergolong cukup baik. Hal ini di indikasikan dengan perolehan nilai rata-rata sebesar 92,23 di atas skor mediannya.

Untuk memperjelas data di atas, digambarkan dalam histogram sebagai berikut :



Gambar 3 Histogram Hasil Belajar Bahasa Inggris Kedisiplinan diri Tinggi

Dari histogram dan polygon frekuensi di atas dapat disimpulkan bahwa siswa yang memiliki kedisiplinan diri tinggi di SMP Anugerah Abadi Pamulang Tangerang Selatan memiliki sebaran yang normal.

4. Data Hasil Belajar Bahasa Inggris Kedisiplinan diri Rendah (B₂)

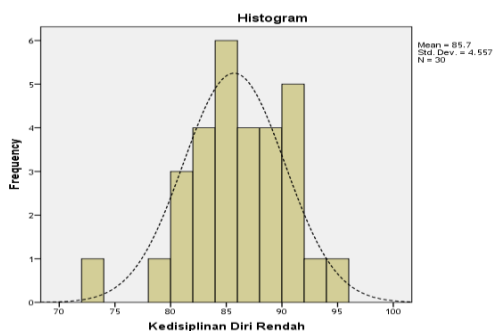
Data siswa yang memiliki kedisiplinan diri rendah diperoleh dari skor kuesioner yang diberikan kepada responden yang menjadi sampel penelitian sebanyak 30 siswa. Nilai yang di peroleh adalah tertinggi 94, skor terendah 73, skor rata-rata sebesar 85,70, median sebesar 85,5, modus sebesar 85 dan simpangan baku sebesar 4,557.

Tabel 5. Deskripsi data Hasil Belajar Bahasa Inggris Kedisiplinan diri Rendah

Statistics	
Kedisiplinan Diri Rendah	
N	30
alid	30
issing	30
Mean	85.70
Median	85.50
Mode	85
Std. Deviation	4.557
Minimum	73
Maximum	94

Bila dilihat dari hasil perhitungan di atas, maka bisa dikatakan bahwa hasil belajar Bahasa Inggris siswa yang memiliki kedisiplinan diri rendah di SMP Anugerah Abadi Pamulang Tangerang Selatan tergolong cukup baik. Hal ini di indikasikan dengan perolehan nilai rata-rata sebesar 85,7 di atas skor mediannya.

Untuk memperjelas data di atas, digambarkan dalam histogram sebagai berikut :



Gambar 4 Histogram Hasil Belajar Bahasa Inggris kedisiplinan diri rendah

Dari histogram dan polygon frekuensi di atas dapat disimpulkan bahwa siswa yang memiliki kedisiplinan diri rendah di SMP Anugerah Abadi Pamulang Tangerang Selatan memiliki sebaran yang normal.

5. Data Rangkuman Data Hasil Penelitian Rangkuman data hasil penelitian sesuai dengan rancangan penelitian seperti tertera dalam table di bawah ini:

Tabel 6. Rangkuman Statistic Deskriptif

Descriptive Statistics			
Dependent Variable: Hasil Belajar Bahasa Inggris			
Metode Pembelajaran	Kedisiplinan Diri	Mean	Std. Deviation
Kooperatif	Tinggi	0.80	8.504
	Rendah	8.87	10.822
	Total	4.83	11.326
Konvensional	Tinggi	3.67	14.064
	Rendah	1.27	8.498
	Total	7.47	13.043
Total	Tinggi	7.23	11.982
	Rendah	5.07	10.312
	Total	1.15	12.668

Berdasarkan data di atas, diperoleh data bahwa untuk hasil belajar Bahasa Inggris yang menggunakan metode kooperatif tipe jigsaw dan

memiliki kedisiplinan diri tinggi terdiri dari 15 siswa memiliki nilai rata-rata 80,80 dan standar deviasi 8,504. Untuk hasil belajar Bahasa Inggris yang menggunakan metode kooperatif tipe jigsaw dan memiliki kedisiplinan diri rendah terdiri dari 15 siswa memiliki nilai rata-rata 68,87 dan standar deviasi 10,822.

Untuk hasil belajar Bahasa Inggris yang menggunakan metode pembelajaran konvensional dan memiliki kedisiplinan diri tinggi terdiri dari 15 siswa memiliki nilai rata-rata 73,67 dan standar deviasi 14,064. Untuk hasil belajar Bahasa Inggris yang menggunakan metode pembelajaran konvensional dan memiliki kedisiplinan diri rendah terdiri dari 15 siswa memiliki nilai rata-rata 61,27 dan standar deviasi 8,498.

Tabel 7. Deskripsi Statistik menurut Rancangan Penelitian

tat	A		Total
	1	2	
1			3
	5	5	0
	0.80	3.67	7.23
	.504	4.064	1.982
2			3
	5	5	0
	8.87	1.27	5.07
	0.822	.498	0.312
total			6
	0	0	0
	4.83	7.47	1.15
	1.326	3.043	2.668

B. Uji Persyaratan Analisis Data

Sebelum diadakan pengujian hipotesis, terlebih dahulu dilakukan pengujian persyaratan analisis yang meliputi pengujian normalitas dan homogenitas.

1. Uji Normalitas

Uji normalitas pada variable dependen dan atau variable kovariate di perlukan. Terutama untuk menentukan apakah metode analisis selanjutnya menggunakan statistic parametric atau non parametric. Jika data mengikuti suatu tes normalitas atau tes distribusi teori lainnya, maka dapat dilanjutkan analisisnya dengan statistic parametric. Dalam hal ini pada penelitian ini akan di lanjutkan dengan analisis parametric yaitu

analisis of variance (ANOVA) atau menggunakan analisis general linear model (GLM).

Tabel 8. Uji Normalitas Data

One-Sample Kolmogorov-Smirnov Test		
Hasil Bahasa Inggris		
N		60
Normal Parameters ^{a,b}	Mean	71.15
	Std. Deviation	12.668
Most Extreme Differences	Absolute	.119
	Positive	.077
	Negative	-.119
Kolmogorov-Smirnov Z		.925
Asymp. Sig. (2-tailed)		.359
a. Test distribution is Normal.		
b. Calculated from data.		

Berdasarkan table tersebut menunjukkan bahwa nilai uji statistic Kolmogorov-Smirnov Z untuk hasil belajar Bahasa Inggris sama dengan 0,925 dan Sig. = 0,359 > 0,05. Hal ini memiliki arti bahwa data hasil belajar Bahasa Inggris berdistribusi normal.

2. Uji Homogenitas

Selain uji normalitas, salah satu syarat yang diperlukan dalam menganalisis data dengan menggunakan ANOVA adalah uji homogenitas varian. Sedangkan tujuan uji homogenitas adalah untuk mengetahui apakah varians populasi menurut kelompok yang dirancang, bersifat homogen atau tidak.

Pengujian homogenitas pada data hasil belajar Bahasa Inggris (Y) dilakukan dengan uji Levene's pada taraf signifikansi 5%.

Tabel 9. Uji Homogenitas Data

Levene's Test of Equality of Error Variances^a			
Dependent Variable: Hasil Belajar Bahasa Inggris			
F	df1	df2	Sig.
1.907	3	56	.139
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + A + B + A * B			

Dari table di atas diperoleh data $F_0 = 1,907$ dan $Sig. = 0,139 > 0,05$. Hal ini memiliki pengertian bahwa seluruh data yang ada berasal dari sampel

yang homogen. Dengan demikian hipotesis nol diterima. Ini berarti sampel berasal dari populasi yang memiliki varians yang sama (homogen). Hal ini berlaku dari pengujian normalitas dan homogenitas di atas dapat disimpulkan bahwa persyaratan yang harus dipenuhi oleh data penelitian yang akan diolah dengan teknik ANOVA sudah terpenuhi.

C. Uji Hipotesis Penelitian

Setelah dilakukan uji normalitas dan homogenitas dan hasilnya menunjukkan bahwa sampel penelitian berasal dari populasi distribusi normal dan varians sampel homogeny, maka pengujian hipotesis dengan menggunakan ANOVA dapat dilakukan.

Analisis terhadap data hasil belajar siswa dilakukan dengan menggunakan ANOVA dua arah yang pekerjaan rumahocess perhitungannya di bantu dengan pekerjaan rumahogram SPSS 20. Hasil uji ANOVA tersebut kemudian dilanjutkan dengan uji F untuk mengetahui signifikansi perbedaan diantara masing-masing kelompok secara signifikan (*simple effect*). Dengan kata lain, uji F digunakan dengan tujuan untuk melihat kelompok sampel mana yang lebih baik hasil belajar Bahasa Inggris ditinjau dari kedisiplinan diri.

Ringkasan hasil analisis data dengan menggunakan ANOVA dapat dilihat pada table berikut:

Tabel 10. Uji Hipotesis Penelitian

Tests of Between-Subjects Effects			
Dependent Variable: Hasil Belajar Bahasa Inggris			
Source	Type III Sum of Squares	Mean Square	F
Corrected Model	035.250^a	011.750	8.808
Intercept	03739.350	03739.350	2644.332
A	14.017	14.017	7.087
B	220.417	220.417	19.331

A * B	817	817	.007
Error	432.40 0	6	14.864
Total	13207. 000	0	
Corrected Total	467.65 0	9	

a. R Squared = .321 (Adjusted R Squared = .284)

Berdasarkan data di atas, maka hipotesis penelitian yang diajukan dapat terjawab. Adapun penjelasan mengenai table di atas adalah sebagai berikut:

1. Hipotesis Pertama: terdapat pengaruh yang signifikan metode pembelajaran terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan.

Berdasarkan table diatas diperoleh hasil Anova dengan nilai $F_0 = 7,087$ dan $Sig. = 0,010 < 0,05$, maka hipotesis nol (H_0) ditolak dan hipotesis alternative (H_1) diterima. Hal ini memiliki arti bahwa terdapat pengaruh yang signifikan metode pembelajaran terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan, atau dengan kata lain, terdapat perbedaan hasil belajar Bahasa Inggris yang menggunakan metode kooperatif tipe jigsaw dengan yang menggunakan metode pembelajaran konvensional.

2. Hipotesis Pertama: terdapat pengaruh yang signifikan kedisiplinan diri terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan.

Berdasarkan table diatas diperoleh hasil Anova dengan nilai $F_0 = 19,331$ dan $Sig. = 0,000 < 0,05$, maka hipotesis nol (H_0) ditolak dan hipotesis alternative (H_1) diterima. Hal ini memiliki arti bahwa terdapat pengaruh yang signifikan kedisiplinan diri terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan. Atau dengan kata lain, terdapat perbedaan hasil belajar Bahasa Inggris siswa yang memiliki kedisiplinan diri tinggi dengan yang memiliki kedisiplinan diri rendah.

3. Hipotesis Pertama: tidak terdapat pengaruh interaksi yang signifikan metode pembelajaran

dan kedisiplinan diri terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan.

Berdasarkan table diatas diperoleh hasil Anova dengan nilai $F_0 = 0,007$ dan $Sig. = 0,933 > 0,05$, maka hipotesis nol (H_0) diterima dan hipotesis alternative (H_1) ditolak. Hal ini memiliki arti bahwa tidak terdapat pengaruh interaksi yang signifikan metode pembelajaran dan kedisiplinan diri terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan.

Sementara itu, nilai Adjusted R. Squared sebesar 0,284 memiliki arti bahwa metode pembelajaran dan kedisiplinan diri memberikan pengaruh sebesar 28,4 % terhadap peningkatan hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan.

D. PEMBAHASAN

1. Terdapat pengaruh yang signifikan metode pembelajaran terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan.

Berdasarkan hasil penelitian dinyatakan bahwa pemberian metode pembelajaran memiliki pengaruh yang signifikan terhadap peningkatan hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan. Atau dengan kata lain, terdapat perbedaan hasil belajar Bahasa Inggris siswa yang menggunakan metode kooperatif tipe jigsaw dengan yang menggunakan metode pembelajaran konvensional. Hal ini bisa dilihat dari nilai rata-rata hasil belajar Bahasa Inggris yang diberi menggunakan metode kooperatif tipe jigsaw sebesar 75,47, sementara nilai rata-rata hasil belajar Bahasa Inggris yang menggunakan metode pembelajaran konvensional sebesar 67,43.

Hasil di atas membuktikan bahwa pemberian metode kooperatif tipe jigsaw memiliki pengaruh yang signifikan terhadap peningkatan hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan.

2. Terdapat pengaruh yang signifikan kedisiplinan diri terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan.

Berdasarkan hasil penelitian, kedisiplinan diri memiliki pengaruh yang signifikan terhadap peningkatan hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan. Dengan kata lain, hasil belajar Bahasa Inggris yang memiliki kedisiplinan diri tinggi lebih baik daripada hasil belajar Bahasa Inggris siswa yang memiliki kedisiplinan diri rendah. Hal ini bisa dilihat dari

nilai rata-rata hasil belajar Bahasa Inggris siswa sementara nilai rata-rata hasil belajar Bahasa Inggris siswa yang memiliki kedisiplinan diri rendah sebesar 85,70.

Permasalahan yang sering muncul dalam pembelajaran yaitu: 1) Siswa terkadang masih belum siap saat mengikuti pelajaran yakni sebagian siswa masih ada yang ramai atau kurang memperhatikan penjelasan dari guru sehingga siswa tidak bisa menjawab saat diberikan pertanyaan oleh guru; 2) Siswa yang belum paham mengenai materi yang diajarkan terkadang hanya diam dan tidak mau bertanya dengan guru maupun teman lainnya; 3) Kebanyakan siswa juga masih kurang antusias untuk mengulas kembali materi yang telah diberikan jika tidak ada tugas rumah dari guru.

Permasalahan tersebut menunjukkan motivasi dan kedisiplinan siswa yang masih kurang sehingga perlu ditingkatkan, karena dengan meningkatnya motivasi dan disiplin belajar akan membuat siswa lebih antusias untuk belajar, akan lebih juga merupakan respon terhadap perkembangan ilmu dan teknologi dalam era otonomi dan globalisasi yang sangat berpengaruh kepada pendidikan sebagai lembaga pengembangan sumber daya manusia yang handal. Pengembangan kreativitas mengajar guru mutlak perlu dikembangkan.

3. Tidak terdapat pengaruh interaksi yang signifikan metode pembelajaran dan kedisiplinan diri terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan.

Dari hasil penelitian dapat dinyatakan bahwa metode pembelajaran dan kedisiplinan diri tidak memberikan pengaruh interaksi yang signifikan terhadap peningkatan hasil belajar Bahasa Inggris SMP Anugerah Abadi Pamulang Tangerang Selatan.

Hasil belajar merupakan pemahaman faktual dan prinsip terhadap bahan atau isi pelajaran yang bersifat kognitif, afektif dan psikomotorik. Hal ini terjadi apabila jenis belajarnya berupa belajar konsep-konsep, sedangkan belajar proses atau keterampilan lebih ditekankan pada bagaimana pelajaran Bahasa Inggris dengan tepat dan menarik sehingga anak didik memperhatikan apa yang dituangkan oleh gurunya melalui metode pengajaran yang variatif.

E. Keterbatasan Penelitian

Disadari sepenuhnya bahwa dalam penelitian ini terdapat beberapa kelemahan baik dalam proses penyelesaian maupun hasil yang diperoleh yang dianggap sebagai keterbatasan penelitian, yaitu :

yang memiliki kedisiplinan diri tinggi sebesar 91,23,

1. Penelitian ini menggunakan angket dan perlakuan sebagai instrumen untuk mendapatkan data, dimana pilihan jawaban dalam instrumen mengarahkan siswa hanya untuk menjawab butir-butir yang ditanyakan, padahal mungkin pilihan tersebut tidak sesuai dan angketnya kurang baik.
2. Penelitian ini dilakukan di SMP Anugerah Abadi Pamulang Tangerang Selatan. Sedangkan di Tangerang Selatan khususnya ada juga SMP yang lain, baik negeri maupun swasta yang belum diteliti.

KESIMPULAN DAN SARAN

A. Simpulan

Berdasarkan hasil uji hipotesis penelitian pada bab 4, dapat ditarik kesimpulan sebagai berikut:

1. Terdapat pengaruh yang signifikan metode pembelajaran terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan, atau dengan kata lain, terdapat perbedaan hasil belajar Bahasa Inggris yang menggunakan metode kooperatif tipe jigsaw dengan yang menggunakan metode pembelajaran konvensional. Hal ini dibuktikan dengan perolehan $F_o = 7,087$ dan $Sig. = 0,010 < 0,05$.
2. Terdapat pengaruh yang signifikan kedisiplinan diri terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan. Atau dengan kata lain, terdapat perbedaan hasil belajar Bahasa Inggris siswa yang memiliki kedisiplinan diri tinggi dengan yang memiliki kedisiplinan diri rendah. Hal ini dibuktikan dengan perolehan $F_o = 19,331$ dan $Sig. = 0,000 < 0,05$.
3. Tidak terdapat pengaruh interaksi yang signifikan metode pembelajaran dan kedisiplinan diri terhadap hasil belajar Bahasa Inggris siswa SMP Anugerah Abadi Pamulang Tangerang Selatan. Hal ini dibuktikan dengan perolehan $F_o = 0,007$ dan $Sig. = 0,933 > 0,05$.

B. Saran

Disarankan kepada guru SMP Anugerah Abadi agar menggunakan metode pembelajaran kooperatif jigsaw, untuk lebih meningkatkan hasil pembelajaran Bahasa Inggris terutama dalam materi text reading, jika dibandingkan dengan metode pembelajaran konvensional.

Dengan menggunakan metode pembelajaran kooperatif jigsaw dengan kedisiplinan tinggi hasilnya akan lebih baik pula.

Demikianlah saran yang dapat penulis berikan kepada sekolah SMP Anugerah Abadi Pamulang, Tangerang selatan.

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PROFIL PENULIS

Penulis 1

Aspari, SS., M.Pd. lahir di Sumenep, 17 Januari 1980. Lulusan Diploma Teknik Informatika MAGMA Malang tahun 2001, S1 Jurusan Sastra Inggris dari STBA Nusamandiri, dan S2 Pendidikan Bahasa Inggris di Universitas Indraprasta PGRI Jakarta. Pengalaman mengajar sudah lebih dari 17 Tahun. Dan aktif sebagai Dosen Luar Biasa (DLN) di AMIK BSI Bogor dari sejak tahun 2010 sampai sekarang.

Penulis 2

Anggraini, M.Pd lahir di Sawahlunto, 19 Desember 1985. Lulusan dari STKIP Kusuma Negara Jakarta. Progra studi Pendidikan Bahasa Inggris and Pasca Sarjana Universitas Indraprasta PGRI Jakarta Program Magister Pendidikan Bahasa Inggris. Sudah mengajar selama 8 tahun. Sekarang aktif sebagai dosen di AMIK BSI Bogor

Pengaruh Teknik Pembelajaran Dan Kecerdasan Linguistik Terhadap Keterampilan Menulis Teks Recount Bahasa Inggris

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Cara Sitasi:

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Abstract- *This research aimed at finding out the effect of learning technique and linguistic intelligence towards recount text writing skill in SMPN 1 Way Tenong West Lampung. The research used a 2x2 factorial design. The sample was 30 students selected from the students of SMPN 2 Way Tenong West Lampung through multistage random sampling. There were two chosen groups as experimental. The first group taught by using Cooperative Integrated reading Composition (CIRC) learning technique and second group taught by Student Team Achievement Division (STAD) learning technique. The results of this research showed that (1) there is a difference score of the recount text writing skills English language learning among groups of students using learning techniques (CIRC) and a group of students who are learning using learning techniques (STAD) (the score of $F = 0.99 > F_{0.258}$), (2) there is a positive interaction between teaching technique and linguistic intelligence (high and low) on the results of recount text writing skills in English (F value = $25.50 > F = 2.95$ for $\alpha = 0.05$ and $\alpha = 0.01$), (3) the students who have high linguistic intelligence, there are differences in the score of the recount text writing skills English language students better use learning techniques (STAD) than the group of students with teaching techniques (CIRC), ($Q_{hit} = 7.45 > Q_{tab} = 3.15$ at level $\alpha = 0.05$ and $\alpha = 0.01$). (4) the students who have low linguistic intelligence linguistic, there is a difference in the score of the recount text writing skills English language students better used teaching techniques (CIRC) than the group of students with teaching techniques (STAD), ($Q_{hit} = 10.18 > Q_{tab} = 3.15$ at level $\alpha = 0.05$ and $\alpha = 0.01$).*

Key words: *Recount Text Writing Skill, Learning Technique: CIRC And STAD, Intelligence Linguistic*

PENDAHULUAN

Semua keterampilan berbahasa yang mencakup keterampilan menyimak, berbicara, membaca dan menulis keempatnya sama-sama memiliki peranan yang penting dan strategis. Secara alami perkembangan keterampilan berbahasa seseorang berawal dari keterampilan menyimak, kemudian diikuti keterampilan berbicara. Hal ini bisa kita lihat dalam perkembangan dan pemerolehan bahasa seorang anak. Setelah fase itu, seorang anak dapat berlatih keterampilan membaca, yang kemudian diikuti keterampilan menulis. Hanya saja taraf keterampilan berbahasa lebih lanjut tidak sebatas perkembangan alami. Taraf keterampilan berbahasa tentu saja sesuai dengan taraf perkembangan psikologis seseorang. Hal ini bisa kita lihat dalam perkembangan kompetensi yang dimiliki oleh pembelajar, mulai sekolah dasar hingga ke sekolah menengah, bahkan hingga perguruan tinggi.

Sementara dalam keterampilan menulis atau mengarang merupakan kegiatan yang kompleks.

Kompleksitas menulis terletak pada tuntutan kemampuan untuk menata dan mengorganisasikan ide secara runtut dan logis, serta menyajikannya dalam ragam bahasa tulis dan kaidah penulisan lainnya. Akan tetapi, di balik kerumitannya, menulis menjanjikan manfaat yang begitu besar dalam membantu pengembangan daya inisiatif dan kreativitas, kepercayaan diri dan keberanian, serta kebiasaan dan kemampuan dalam menemukan, mengumpulkan, mengolah, dan menata informasi.

Menulis menurut Mark Connelly (2013: 2) adalah proses sebagaimana untuk menghasilkan sebuah produk. Dimana menulis memerlukan daya pikir yang kreativitas, konsentrasi, dan penuh dengan kebulatan hati. Menulis apapun itu dan menggunakan bahasa apapun itu menuntut daya kreatif seseorang agar tulisannya semakin bagus dan dapat dipahami oleh si pembaca. Namun dalam menulis dengan menggunakan bahasa asing (bahasa Inggris) siswa banyak mengalami kesalahan dalam menulis, secara umum kesulitan pembelajaran dalam menulis diantaranya adalah kesalahan dalam

peletakan tanda baca, penyusunan struktur kalimat, dan pemilihan kosakata yang tepat.

Pembelajaran kooperatif mencakup beberapa teknik pembelajaran yang menarik dan menyenangkan diantara kegiatan yang dilakukan adalah mencari pasangan, bertukar pasangan. Selanjutnya metode ini dapat digunakan untuk mengajar kemampuan bahasa Inggris termasuk menulis. Menurut Wandy Jolliffe (2007:58) pembelajaran kooperatif cocok digunakan untuk mengajar menulis. Hal ini karena prinsip pembelajaran kooperatif adalah siswa belajar bersama untuk meraih prestasi. Dalam pembelajaran dikelas metode ini tepat digunakan untuk mengajar menulis, karena ketika siswa mengerjakan tugas menulis dalam kelompok, kemampuan menulis akan lebih muda dicapai oleh siswa dimana dalam pembelajaran kooperatif siswa dapat mengatasi masalah menulis seperti pengembangan ide, kosa kata, tata bahasa secara bersama-sama dalam kelompok. Siswa juga dapat mendiskusikan topik yang akan ditulis, dan juga siswa dapat berbagi pengetahuan dalam kelompok belajar mereka, sehingga siswa dapat menulis dengan mudah. Sehingga teknik seperti ini akan berpengaruh terhadap motivasi siswa dalam mengikuti pembelajaran di kelas dan bersemangat untuk menyelesaikan semua tugas yang diberikan oleh guru.

Selain itu dalam KTSP Bahasa Inggris dipaparkan pula bahwa salah satu tujuan pengajaran Bahasa Inggris adalah agar siswa mampu berkomunikasi secara tertulis dengan menggunakan ragam bahasa tulis yang sesuai secara lancar dan akurat dalam teks transaksional dan interpersonal serta esai pendek berbentuk *narrative*, *recount*, *descriptive*, *report*, dan *procedure* untuk berinteraksi dengan lingkungan.

Keterampilan menulis teks *recount* adalah menjadi fokus kajian peneliti dalam penelitian ini. Karena *recount* teks adalah bentuk tulisan yang tujuannya adalah membangun sebuah teks yang terorganisasi atau terstruktur yang dirangkai untuk menceritakan kejadian- kejadian pada masa lalu. Dengan kata lain, siswa menceritakan kejadian yang dialami kepada orang lain yang dapat diungkapkan melalui bentuk tulisan yang di dalamnya dituliskan kronologis peristiwa-peristiwa yang terjadi. Berdasarkan hasil observasi dan wawancara peneliti dengan salah satu guru bahasa Inggris di SMP Negeri 2 kelas VIII Way Tenong Lampung Barat pada tanggal 08 Oktober 2015, dengan Ibu Risda Yanti, S.Pd, beliau mengatakan bahwa ada beberapa kesulitan yang dialami siswa dalam menulis teks *recount*, yaitu pertama siswa kelas VIII sulit dalam membedakan penggunaan tenses yang tepat. Karangan yang seharusnya ditulis dalam bentuk *past tense* ditulis dalam bentuk *present*. Kedua, siswa kesulitan dalam

mengurutkan rangkaian peristiwa secara tepat. Ketiga, selain masalah dalam struktur bahasa ternyata siswa di kelas VIII tersebut tidak begitu berminat dalam mengikuti pelajaran menulis. Bisa saja hal ini karena pengaruh ketidakpahaman siswa dalam konsep menulis tersebut. Keempat, metode yang dipakai oleh guru masih sangat sederhana atau bisa juga ketidakcocokan dalam memilih metode, misalnya dalam pembelajaran menulis guru menggunakan metode ceramah, sehingga hal ini menimbulkan kebosanan dan ketidakpahaman dari siswa tujuan dari pembelajaran tersebut.

Adapun tujuan yang ingin dicapai dalam penelitian ini adalah sebagai berikut: (1) Perbedaan keterampilan menulis teks Recount bahasa Inggris pada siswa yang belajar melalui teknik pembelajaran *CIRC* lebih tinggi daripada keterampilan menulis teks Recount pada siswa yang belajar melalui teknik pembelajaran *STAD*, (2) Pengaruh interaksi antara teknik pembelajaran kooperatif dan kecerdasan linguistik terhadap keterampilan menulis teks Recount bahasa Inggris, (3) Perbedaan keterampilan menulis teks recount bahasa Inggris siswa yang belajar dengan teknik pembelajaran *CIRC* lebih tinggi atau lebih baik daripada pada siswa yang belajar dengan teknik pembelajaran *STAD* pada kelompok siswa yang memiliki kecerdasan linguistik tinggi dan (4) Perbedaan keterampilan menulis teks recount bahasa Inggris siswa siswa yang belajar dengan teknik pembelajaran *CIRC* lebih tinggi atau lebih baik daripada pada siswa yang belajar dengan teknik pembelajaran *STAD* pada kelompok siswa yang memiliki kecerdasan linguistik rendah.

Artikel ini bertujuan untuk mengkaji secara mendalam mengenai penerapan teknik pembelajaran dalam meningkatkan keterampilan menulis teks recount bahasa Inggris siswa. Keterampilan Menulis teks recount yang diukur dalam penelitian ini berdasarkan 5 aspek menurut J. Charles Alderson and Lyle F Bachman (2002:114-115) yaitu Isi, organisasi, kosa kata, tata bahasa, dan mekanika.

KAJIAN LITERATUR

1. Hakikat Keterampilan Menulis teks recount Bahasa Inggris.

a. Pengertian Keterampilan Menulis

Keterampilan menulis merupakan suatu kegiatan menyusun kalimat-kalimat yang benar sesuai dengan kaidah-kaidah gramatika. Keterampilan menulis tidak hanya sekadar menyusun kalimat sesuai dengan kaidah-kaidah gramatika dan penulisannya, tetapi juga memerlukan kegiatan untuk memahami dan

merenungkan tulisan yang dapat dipahami oleh pembaca.

Menulis merupakan salah satu dari empat aspek keterampilan berbahasa. Dorn berpendapat bahwa menulis adalah sebuah proses komunikasi yang dipresentasikan melalui simbol-simbol makna dengan tujuan agar pesan yang dapat dikomunikasikan kepada orang lain. Menurut Rivers menulis sebenarnya mengkomunikasikan sebuah pesan yang dibatasi oleh waktu dan tempat. Rivers juga berpendapat bahwa menulis adalah sebuah seni yang membutuhkan usaha langsung secara sadar dalam pemilihan pola-pola bahasa.

Dari kedua pendapat tersebut sama-sama mengacu pada menulis sebagai proses melambangkan bunyi-bunyi ujaran berdasarkan aturan-aturan tertentu. Artinya, segala ide, pikiran dan gagasan yang ada pada penulis disampaikan dengan cara menggunakan lambang-lambang bahasa yang terpola. Melalui lambang-lambang tersebutlah pembaca dapat memahami apa yang dikomunikasikan oleh penulis.

b. Menulis Teks Recount

Kurikulum Tingkat satuan Pendidikan (KTSP) bahasa Inggris dipaparkan pula bahwa salah satu tujuan pengajaran bahasa Inggris adalah agar siswa mampu berkomunikasi secara tertulis dengan menggunakan ragam bahasa tulis yang sesuai secara lancar dan akurat dalam teks transaksional dan interpersonal serta esai pendek berbentuk naratif, recount, deskriptif, report, dan prosedur untuk berinteraksi dengan lingkungan. Dalam hal ini peneliti mengambil teks recount sebagai salah satu variabel dari penelitian ini. Berikut penjelasan mengenai teks recount.

Menulis recount text siswa dituntut untuk membangun sebuah teks yang terorganisasi atau terstruktur yang dirangkai untuk menceritakan kejadian-kejadian pada masa lalu. Dengan kata lain, siswa menceritakan kejadian yang dialami kepada orang lain yang dapat diungkapkan melalui bentuk tulisan yang di dalamnya dituliskan kronologis peristiwa-peristiwa yang terjadi. Recount text adalah jenis teks yang berisi tentang pengalaman pribadi seseorang yang disampaikan secara terurut. Dari penjelasan tersebut recount text adalah siswa menceritakan suatu kejadian atau pengalaman yang pernah mereka alami.

Menurut Middle Primary, teks recount bertujuan untuk memberikan gambaran kepada pembaca tentang sebuah peristiwa yang terjadi menurut waktu dan tempat kejadiannya yang difokuskan adalah kejadian yang ditulis secara berurutan. Terdapat tiga jenis recount text, yaitu (1) personal recount: menceritakan kembali pengalaman di mana penulis

telah terlibat secara langsung; (2) factual recount: menceritakan kembali kejadian atau insiden seperti berita koran, laporan kecelakaan, dan (3) imaginative recount: menceritakan peran yang bersifat imajinatif dan menghubungkan kejadian khayalan. Menulis teks recount adalah menceritakan suatu kejadian atau peristiwa yang sudah lampau, dan tujuan dari teks recount adalah menghibur pembaca atau menginformasikan pembaca. Kemudian teks recount juga terdapat beberapa jenis yang hendak diceritakan kepada pembaca.

Dimana sudah dijelaskan di atas bahwa teks recount adalah salah satu dari jenis teks bahasa Inggris yang menceritakan kembali kejadian-kejadian atau pengalaman-pengalaman di masa lampau. Tujuan dari teks recount adalah untuk memberikan informasi atau untuk menghibur pembaca.

Tabel 1. *Generic /Schematics Structure of Recount Text¹*

<i>Generic structure/schema tic structure</i>	<i>Function</i>
<i>Orientation</i>	Pembukaan (pengenalan tokoh, tempat, waktu dan kejadian/aktivitas si pelaku)
<i>Sequence of events</i>	Kejadian (rangkain kejadian yang dilakukan)
<i>Re-Orientation/Conclusion</i>	Simpulan (penutup yang menjelaskan tentang perasaan si pelaku dengan kejadian atau aktivitas yang dilakukan).

c. Penilaian Keterampilan Menulis Teks Recount.

Rubrik penilaian menulis yang diadaptasi dari skala rubrik analitik untuk penilaian tes menulis menurut Alderson, yaitu menggunakan rubrik penilaian terdiri atas lima kriteria penilaian yang berbeda. Kriteria tersebut adalah (1) isi, (2) organisasi, (3) kosakata, (4) tata bahasa, dan (5) mekanika. Kelima kriteria penulisan tersebut dijabarkan kedalam tabel rubrik penilaian recount text berikut ini.

Tabel 2. Kriteria Penilaian Keterampilan Menulis Teks Recount

No.	Ko mp one	Sub komponen indikator penilaian	Sk or ma	Skor Minimu m
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¹ Ibid, h.107.

	n		ksi	ma
			l	
1.	Isi	-Wawasan tentang isi -Pengetahuan topik - Pengembangan tesis -Relevansi dengan topik	30	13
2.	Org anis asi	-Kelancaran pengungkapan -Pengungkapan gagasan - Pengorganisasian -Urutan logis -Kepaduan kohesif	20	7
3.	Kos akat a	- Perbendaharaan kosakata - pemilihan dan penggunaan Kosakata - Penguasaan bentuk kata - Pemilihan register	20	7
4.	Tata baha sa	- Konstruksi kalimat Kompleks dan efektif - Penggunaan bentuk kata, Kata sandang, kata ganti Dan kata depan	25	5
5.	Mek anik	- Penggunaan tanda baca - Penggunaan ejaan, tanda Baca, dan huruf capital	5	2
			10	0

2. Hakikat Pembelajaran Kooperatif (Cooperative Learning)

Pembelajaran kooperatif merupakan salah satu metode pembelajaran dimana para siswa bekerja dalam kelompok-kelompok kecil untuk saling membantu antara satu dengan yang lainnya dalam

mempelajari materi. Dalam pembelajaran kooperatif di kelas, para siswa diharapkan dapat saling membantu, saling mendiskusikan, dan berargumentasi, untuk mengasah pengetahuan yang mereka kuasai saat itu dan menutup kesenjangan dalam pemahaman masing-masing. Metode pembelajaran kooperatif dapat digunakan secara efektif pada setiap tingkatan kelas dan untuk mengajarkan berbagai macam materi pembelajaran. Pembelajaran kooperatif juga dapat digunakan sebagai cara utama dalam mengatur kelas untuk pengajaran.

Selanjutnya metode ini dapat digunakan untuk mengajar kemampuan bahasa Inggris termasuk menulis. Seperti menurut Wandy Jolliffe cooperative learning cocok digunakan untuk mengajar menulis. Hal ini karena prinsip cooperative learning adalah siswa belajar bersama untuk meraih prestasi. Dalam pembelajaran di kelas metode ini tepat digunakan untuk mengajar menulis, karena ketika siswa mengerjakan tugas menulis dalam kelompok, kemampuan menulis akan lebih mudah dicapai oleh siswa dimana dalam pembelajaran kooperatif learning siswa dapat mengatasi masalah menulis seperti pengembangan ide, kosa kata, tata bahasa secara bersama-sama dalam kelompok. Siswa juga dapat mendiskusikan topik yang akan ditulis, dan juga siswa dapat berbagi pengetahuan dalam kelompok belajar mereka, sehingga siswa dapat menulis dengan mudah.

3. kecerdasan linguistik.

Salah satu teori mengenai kecerdasan adalah teori Primary Mental Ability yang dikembangkan oleh L.L Thustone. Teori ini menjelaskan bahwa kecerdasan atau intelegensi tidak terdiri dari dua atau multifactor, akan tetapi terdiri dari sejumlah kecakapan-kecakapan mental yang primer.

Ada beberapa factor primer dalam kecerdasan yaitu: Verbal Comprehension (kemampuan verbal) yang merupakan kemampuan menggunakan bahasa, Word Fluency (kefasihan kata-kata), yaitu faktor kelancaran atau kefasihan menggunakan kata, dan faktor ini secara umum dianggap sesuatu indikator mudah tidaknya seseorang mengubah rasionya dan mengalihkan rasionya sesuai kebutuhan, Number Facility (faktor bilangan) yaitu kemampuan untuk bekerja dengan bilangan (kecakapan hitung menghitung). Spatial relation (relasi ruang) merupakan suatu kemampuan untuk mengadakan orientasi dalam ruang (baik dua atau tiga dimensi). Associative memory atau faktor ingatan, yaitu merupakan kemampuan untuk mengingat. Perceptual Speed (kecepatan persepsi) yaitu faktor persepsi merupakan suatu kemampuan untuk

mengamati dengan cermat dan tepat. Induction (induksi), yaitu kemampuan untuk berpikir yang logis. Thurstone lebih lanjut menjelaskan bahwa pengukuran verbal comprehension atau pemahaman verbal, analogi verbal, kalimat yang diacak, penalaran verbal, dan pencocokan kata.

METODE PENELITIAN

Penelitian ini merupakan penelitian dengan desain eksperimen sesuai rancangan desain faktorial 2 x 2. Teknik analisis data yang digunakan adalah analisis varian (ANOVA) dua jalur pada tahap signifikan $\alpha = 0,05$ dan $\alpha = 0,01$ apabila di dalam analisis ditemukan adanya interaksi, maka dilanjutkan dengan uji *tuckey*. Sebelum dilakukan uji hipotesis terlebih dahulu dilakukan uji persyaratan yang meliputi uji normalitas dan uji homogenitas. Uji normalitas yang dilakukan menggunakan uji *liliefort*, sedangkan uji homogenitas menggunakan uji Bartlett.

HASIL DAN PEMBAHASAN

Uji Normalitas Data

Pengujian normalitas data dalam penelitian ini dilakukan terhadap empat kelompok data, yaitu A_1B_1 (skor hasil keterampilan menulis teks *recount* siswa yang belajar menggunakan teknik pembelajaran (*CIRC*) untuk kelompok siswa yang memiliki kecerdasan linguistik tinggi), (skor hasil keterampilan menulis teks *recount* siswa yang belajar menggunakan teknik pembelajaran (*CIRC*) untuk kelompok siswa yang memiliki kecerdasan linguistik rendah, A_2B_1 (skor hasil keterampilan menulis teks *recount* siswa yang belajar dengan teknik pembelajaran (*STAD*) untuk kelompok siswa yang memiliki kecerdasan linguistik tinggi, A_2B_2 (skor hasil keterampilan menulis teks *recount* siswa yang belajar menggunakan teknik pembelajaran (*STAD*) untuk kelompok siswa yang memiliki kecerdasan linguistik rendah).

Uji Homogenitas

Pengujian homogenitas varians dilakukan terhadap empat kelompok data. Keempat kelompok data tersebut harus memenuhi asumsi bahwa variansnya homogen agar dapat dilakukan pengujian terhadap skor rata - rata antar kelompok perlakuan. Hasil pengujian dengan uji Barlett pada $\alpha = 0,05$ dan

derajat dan derajat kebebasan = 3 ditunjukkan pada tabel di berikut.

Tabel 3. Hasil Perhitungan Uji Homogenitas

Kelompok Data	X ² Hitung	X ² Tabel		Kesimpulan
		$\alpha = 0,01$	$\alpha = 0,05$	
A_1B_1				
A_1B_2	2,03	21,66	16,9	Homogen
A_2B_1				
A_2B_2				

Hasil pengujian mengindikasikan bahwa X² hitung lebih kecil dari nilai X² tabel sehingga dapat disimpulkan bahwa keempat kelompok data yang diuji berasal dari sampel yang variansnya homogen.

Berdasarkan kedua hasil pengujian persyaratan analisis di atas dapat disimpulkan bahwa persyaratan yang diperlukan untuk analisis varians telah terpenuhi, sehingga layak untuk dilakukan analisis lebih lanjut untuk melihat perbedaan pengaruh teknik pembelajaran berdasarkan tingkat kecerdasan linguistik terhadap hasil keterampilan menulis teks *recount* siswa pada kelompok perlakuan.

Pengujian Hipotesis dan Pembahasan

Untuk menguji hipotesis, terlebih dahulu dilakukan analisis varians dua jalur dengan interaksi (ANOVA 2X2). Tujuan analisis ini untuk melihat perbedaan pengaruh perlakuan yakni teknik pembelajaran kooperatif (teknik pembelajaran *CIRC* dan teknik pembelajaran *STAD*) serta kecerdasan linguistik terhadap hasil keterampilan menulis teks *recount* siswa. Dapat dilihat dari table berikut:

ANOVA Dua Jalur untuk Melihat Pengaruh Teknik Pembelajaran dan Kecerdasan Linguistik terhadap Hasil Keterampilan Menulis teks *Recount*.

Tabel 4. Anava Dua Jalur

Sumber Varians	D k	Jumlah Kuadrat	Mean Kuadrat	Fh	Ftabel	
					(5%)	(1%)
					1,44	1,44
Antar Kolom (K)	1	55,225	55,225	0,99	0,258	0,294
Antar Baris (B)	1	98,775	98,775	1,77	0,258	0,294
Interaksi (I)	1	142,075	142,075	2,54	0,258	0,294
Dalam (D)	40	2006,7	5,57			
Total	43					

Hasil uji perbandingan menggambarkan bahwa hasil keterampilan menulis teks *recount* yang belajar menggunakan teknik pembelajaran (*CIRC*) lebih baik daripada hasil keterampilan menulis teks *recount* siswa yang belajar menggunakan teknik pembelajaran (*STAD*).

Pengujian hipotesis pertama menunjukkan bahwa terdapat perbedaan yang signifikan antara teknik pembelajaran (*CIRC*) dan teknik pembelajaran (*STAD*), teknik pembelajaran (*CIRC*) memberikan pengaruh yang cukup baik bila dibandingkan dengan teknik pembelajaran (*STAD*) terhadap hasil keterampilan menulis teks *recount* siswa.

Pada hipotesis kedua, berdasarkan perhitungan ANAVA dapat dilihat bahwa F_{hitung} untuk faktor interaksi adalah 25,50 lebih besar daripada $F_{tabel} = 2,95$ untuk $\alpha = 0,05$ dan $F_t = 4,02$ untuk $\alpha = 0,01$. Karena $Q_{hitung} = 13,09 > Q_{tabel} = 3,15$ pada taraf nyata $\alpha = 0,05$ dan pada taraf nyata $\alpha = 0,01$ diperoleh $Q_{tabel} = 4,48$, maka dapat disimpulkan bahwa terdapat pengaruh interaksi yang sangat signifikan antara teknik pembelajaran kooperatif dan kecerdasan linguistik (tinggi dan rendah) terhadap hasil keterampilan menulis teks *recount* siswa.

Pada hipotesis ketiga, Karena $Q_{hitung} = 7,45 > Q_{tabel} = 3,15$ pada taraf nyata $\alpha = 0,05$ dan pada taraf nyata $\alpha = 0,01$ diperoleh $Q_{tabel} = 4,48$. Berdasarkan hasil analisis varians dan uji pembandingan, uji *Tuckey* tersebut dapat disimpulkan bahwa untuk siswa yang memiliki kecerdasan linguistik tinggi, hasil keterampilan menulis teks *recount* siswa lebih baik yang menggunakan teknik pembelajaran (*STAD*) daripada kelompok dengan teknik pembelajaran (*CIRC*).

Pada hipotesis keempat, Karena $Q_{hitung} = 10,18 > Q_{tabel} = 3,15$ pada taraf nyata $\alpha = 0,05$ dan pada taraf nyata $\alpha = 0,01$ diperoleh $Q_{tabel} = 4,48$. Berdasarkan hasil analisis varians dan uji pembandingan, uji

Tuckey terhadap dua kelompok tersebut dapat disimpulkan bahwa hasil keterampilan menulis teks *recount* siswa untuk kelompok yang memiliki kecerdasan linguistik rendah, lebih baik belajar menggunakan teknik pembelajaran (*CIRC*) daripada belajar menggunakan teknik pembelajaran (*STAD*).

KESIMPULAN

Berdasarkan hasil pengujian hipotesis, penelitian ini membuktikan bahwa secara keseluruhan, berdasarkan skor menulis teks *Recount*, keterampilan menulis teks *recount* pada kelompok siswa yang belajar menggunakan teknik pembelajaran (*CIRC*) lebih baik daripada siswa yang belajar menggunakan teknik pembelajaran (*STAD*).

1. Adanya pengaruh interaksi antara teknik pembelajaran dan kecerdasan linguistik terhadap keterampilan menulis teks *recount* siswa.
2. Kelompok siswa dengan kecerdasan linguistik tinggi, penerapan dengan teknik pembelajaran (*CIRC*) memberi hasil keterampilan menulis teks *recount* yang lebih baik dibandingkan dengan penerapan penggunaan teknik pembelajaran (*STAD*).
3. Kelompok siswa yang memiliki kecerdasan linguistik rendah, keterampilan menulis teks *recount* siswa lebih baik jika belajar menggunakan teknik pembelajaran (*STAD*) dibandingkan menggunakan teknik pembelajaran (*CIRC*).

PROFIL PENULIS

Oktariyani, lahir pada tanggal 14 Oktober 1988 di Banjir, Lampung Utara, sebagai anak kedua dari

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Deixis And Its Context Used In “*Girl In Pieces*” Novel By Kathleen Glasglow

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Wibowo, A. I., & Naulfar, N. (2018). Deixis And Its Context Used In “*Girl In Pieces*” Novel By Kathleen Glasglow. *Wanastra*, 10(2), 73–84.

Abstract – Deixis is an interesting topic in pragmatic. Deixis is a word that represents something else in utterance. It could be referred to a person, to place, and to time. The reason of choosing deixis is because the languages in the novel often use pragmatic language. The writers used descriptive qualitative method to analyse deixis used in *Girl in Pieces* novel by Kathleen Glasglow. The procedures are collecting data, processing data, and analysis data. The result of this research indicated that there are three types of deixis used in the novel, person deixis, spatial deixis, and temporal deixis. Person deixis consist of first person deixis to identify the speaker, second person deixis used to appoint the addressee, and third person deixis refer to a person neither the speaker nor the addressee. Spatial deixis used to explain the location of certain utterance. Temporary deixis have function to describe an exact time of utterance. There are 676 deixis found in chapter one of the novel, consist of 569 person deixis, 85 spatial deixis, and 22 temporal deixis. By apprehending the deixis, people could avoid misunderstanding, avoid confusion, and gain more information.

Keywords: Linguistics, Pragmatics, Semantics, Deixis

INTRODUCTION

Language consists of word, symbol, number, body language, or even art. People often express something with language through diary, song, poetry, novel, film, painting, craft, etc. However language also has aesthetic side. The result of producing language can be found in form of speech, book, song, painting, and movie. Sometimes, the language in novel, poetry, and song often use pragmatic language. In pragmatic language, people have to know the meaning of reference word or known as deixis to understand about the whole context.

As stated in Weissenborn and Klein natural language is always used in certain situations – at a certain time and at a certain place by people who share a great deal of both situational perception and general knowledge. this contextual boundness determines to a large extent how utterances in natural language are produced and comprehended. An utterance like “I told her that yesterday, when she was here” is fully understandable only if we are able to identify

(a) the speaker – the word “I” itself doesn’t tell us who performed the action –

- (b) the time of utterance – otherwise, we wouldn’t know when “yesterday” was—
- (c) where this sentence was uttered – because “here” can be anywhere –
- (d) who “I” was speaking to – the utterance says only that it is a female person (“her”), she “) – and
- (e) a part of what said before – namely what is taken up by “that”.

In general, we don’t have any problem in interpreting utterance of this kind, since all necessary information is provided either by the non-linguistic context --- (a), (b), and (c) may be derived from situation ---, or by the linguistic context --- (d) and (e) may be gathered from what has been said before. A speaker who plans his utterance can take it for granted that the listener has access to his contextual information, and this clearly affects the way in which the utterance is produced – what is made fully explicit, and what is left to the context.

They also stated contextuality is not only one of the most fundamental characteristics of natural languages – in contrast to formal languages; it is also one of the central links between language, perception, and cognition: what is meant when

something is uttered depends on the linguistic form of the utterance, on features of the situation as perceived by speaker and listener (including previous utterances), and on general knowledge shared by them.

Deixis is interesting topic but unfortunately just a few people learn about it because it is rarely heard or known in daily life. Most people do not know about deixis because it looks unimportant, but it can be said that deixis is one of the important things in pragmatic in order to get to know the meaning of utterance of author’s writing. Deixis can be found in language form of writing and speaking, even in your story that you tell to your friend. If there is wrong meaning of deixis, there will be wrong in understanding.

There are three types of deixis, they are person deixis, place deixis, and time deixis. In order to learn more about the deixis, the types of deixis and the meaning of deixis, the writers uses novel as the object to analyse the deixis. In daily life people read novel in their spare time, so it will be easy to understand by a reader. Novel usually tells story about our daily life such as romance, horror, action, mystery, and family. In novel sometimes there will be misunderstanding between the writers and the reader’s perception. In order to prevent error and to understand easily, the writers chooses to analyse deixis used in a novel.

Girl in Pieces novel by Kathleen Glasglow is a novel about a seventeen years old girl, named Charlotte Davis who lost her father and her mother. The journey of her life was begun when she became vulnerable and lost her mind for a while. Charlie had to live in treatment center, even though she still had two brothers. Charlie struggled with her life and tries to build her life again.

Context is when reference is made only, or predominantly, to the non-linguistic situation in which an utterance is made from who is addressing whom, whether formally or informally, why, when, where, etc, for what purpose, we speak of the context of situation (Weiner, 2014:96). It means context is reference from the utterance made from the speaker and the listener, the reason, the purpose, time, place of the conversation. It could be said that context is situation of the communication.

Certain contexts may favour a particular speech act, e.g. when conditions for the offering of condolences exist, but the speech act of condoling is what a speaker does within the situation (Allan & Nodoushan, 2015:4). It means context sometimes using gesture depend on the situation. For example

when someone sad, people just hug them. Without a word, it could be another way of saying it is going to be fine in the end.

The various example of context is ranging from retail, tourism and banking to dating, weight loss and social media. (Cummins, et al, 2014:182). It means that context comes from informal situation and formal situation.

In context, a speaker may intend to use her words to represent particular representations, or sorts of representations, of the person to whom she’s ascribing belief (Richard, 2013:22). It means that in context, the speaker takes a full control of words her when describing something to someone in particular representation ascribing belief.

Based on the whole theories above, it can be concluded that context is essential. It also mean as circumstances, purpose, topic, and person. Slightly context is also a symbol or gesture. It could be in form of informal or formal conversation that depends on the utterance.

Deixis is one of the branches in pragmatics. Deixis is word that reference to another word. Even though deixis only refer to another word, deixis is also very important to understand the meaning of a whole sentence or story.

While according to Yule in Abdullah (2015:4), deixis is one of the most fundamental elements we discuss in the perspective of contextual interpretation of an utterance. It means that in contextual interpretation of utterance, deixis is essential because one single mistake could be ruining the whole message. Bühler added that deixis is pointing out a relation of some sort personal, temporal, locational, etc. that holds between the speaker and the situation (Ajimer & Rühlemann, 2015:332). It means deixis is pointing that involves person, time, and location between the speaker and the situation.

According to Levinson S. C.

Deixis is an important field studied in pragmatics, semantics and linguistics. Deixis refers to the phenomenon wherein understanding the meaning of certain words and phrases in an utterance requires contextual information. Words or phrases that require contextual information to convey any meaning are deictic; and furthermore Deixis concerns the ways in which languages encode ... features of the context of utterance ... and thus also concerns ways in which the interpretation of utterance/es depends on the analysis of that context of utterance. (Dylgjeri, 2013:87–88).

It means that deixis is can be included in pragmatics, semantics, and linguistics. Deixis refers to some another words or something else to understand the meaning of specific words and phrase in an utterance based on the context. The words or phrases that need the context to convey the meaning are deictic.

Deictic is a word that has a pointing function that is used in deixis. While deixis is the use of certain linguistic items to refer to entities by pointing at them linguistically instead of providing information about their type, size, colour and so on. (Brown & Miller, 2013:25). It means deictic is the word and a part of deixis, sometimes deictic expression could be called as deixis. Deictic expression is also known as indexical, while deixis is linguistic topic that refers an object by pointing at them linguistically instead of giving information about the object. For example "that guy is well-groomed" instead of "the handsome shiny hair guy in black suit is well-groomed".

Based on the explanation above, it can be conclude that deixis is branch of pragmatics which along with semantic. Deixis is point or reference some words meaning in contextual of utterance. It concern about who is the speaker, the time or place of speaking, and the current location in the discourse. Deixis might be indicated through physically e.g., pointing in direction, words here or there, gesture point at someone, and language e.g. pronouns I, You, this, that, here, there, etc.

Yule in Abdullah (2015:5) discusses the following three main types of deixis; person deixis, spatial deixis, and temporal deixis.

1. Person Deixis

According to Fillmore in Ivanova (2016:333) Person deixis is "the identity of the interlocutors in a communication situation". It means that person deixis is deixis that point out to a person. The person in here could be the speaker, the listener or the addressee, and the other person. In the perspective of person deixis I, you, he. Yule furnishes the concept of deixis tripartite system: speaker is I, addressee is you, and other is he, she, it. According to Levinson in Pratiwi (2018:41), there are three types of person deixis.

- a. First person (I/We). The first person deixis is a reference that refers to the speaker or both speaker and referent grouped with the speaker which is expressed in singular pronouns such as I, me, myself, mine and plural pronouns such as we, us, ourselves, our, ours.
- b. Second person (You). The second person deixis is a deictic reference to a person or

people identified as addressee, such as you, yourself, yourselves, your, yours.

- c. Third person (He, She, It, They). Third person deixis is a deictic reference to referens not identified as the speaker or addressee and usually imply to the gender that the utterance refers to, for example: he, she, they, him, himself, her, and herself.

Table 1.

The Pattern of Word in Person Deixis

Person	Singular	Plural
1 st Person	I/Me	We/Us
2 nd Person	You	You
3 rd Person	He/Him, She/Her, It	They/Them

2. Spatial Deixis

Spatial deixis is deixis that point out to a place. Levinson says that, the expression of place deixis requires contextual information about the place of the utterance (Pangaribuan, Manik, & Pasaribu, 2015:173). Examples of spatial deixis from modern English are: here, there; come, go; bring, take; this, that etc. Yule differentiated with two basic terms: proximal which is near speaker for example this, here, now and distal which is a way from speaker i.e. that, there, then.

3. Temporal Deixis

Simpson stated that temporal or time deixis, "concerns the ways in which the time of the events referred to in an utterance (reference time - mine) interacts with the time of the utterance itself (encoding time - mine)" (Ivanova, 2016:333). Temporal deixis is deixis that point out at time. In temporal deixis, linguistic expressions depend for their interpretation on knowing the relevant utterance time. Yule for instance, now: time coinciding with speaker utterance, then: past and future time relative to speaker's present time, yesterday, tomorrow, tonight, tomorrow, today: tense.

Novel is a piece of prose united as a book with genre fiction, romance, mystery, or daily life. People read novel when they need to relax but sometimes other people called them book nerd. In fact, reading novel also help us to gain knowledge. Kennedy stated that "a novel is a book-length story in prose, whose author tries to create the sense that, while we read, we experience actual life." (Desi Pratama, 2016:50). It means that novel is an actual

imagination in real life created by the authors. It have a book length story, if it is short, it is not a novel.

According to Bronze in Desi Pratama (2016:50) stated “a novel is longer-often much longer- than a short story.” It means that novel is longer than short story. Usually novel comes in a form of book but in this modern era, it will fit in your phone. Just buy the book online, it will go straight to your phone screen. It is getting easy to read novel anywhere without the consequence of heavily book.

While Watt in Maioli (2016:10) stated “that the novel is a full and authentic report of human experience, and is therefore under an obligation to satisfy its readers with such details of the story as the individuality of the actors concerned and the particulars of the times and places of their actions.” It means that novel is an authentic story of human experience which is completed by individual character and particular times and place.

Novels register the silent changes that shape the possibilities of social interactions and form the earliest stirrings of the imagination, and they change as they capture the exquisite nuances that are the germs of the future (Wald & Elliott, 2014:xix). It means that novels somehow manage to build social interaction with an encouragement of imagination. When catch the magnificent situation it change the plot of story which is the beginning of the future.

Based on the explanation above, the writers concludes that novel is story about human experience or imagination with the details of character, time, and place which have a book-length. While read novel, it could make us feel experience an actual life just like the story in the novel.

METHOD OF RESEARCH

This research was conducted by qualitative approach. Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are. Therefore, the writers describe the topic they discussed based on the context of unusual terminology. The deixis that the writers describe was the interpretation of themselves as the researchers. As quoted by Duff, many – but certainly not all (e.g., Yin, 2003b) – qualitative researchers in the social sciences and humanities, especially in the 21st century, believe that the same phenomenon or event may be viewed by the

research participant, researcher, or another observer (relative, teacher, tester, employer).

Data have been taken naturally. As what is said by Ritchie, many of the methods used in qualitative research were developed to allow investigation of phenomena in their natural settings. They provide data which is an ‘enactment’ of social behaviour on its own social setting, rather than a ‘recounting’ of it generated specifically for the research study. They are of particular value where behaviours and interactions (whether acted, spoken or written) need to be understood in ‘real world’ contexts.

Referring to the research of the deixis used in *Girl in Pieces* novel by Kathleen Glasglow, the writers formulate the problem of their findings as follow: the types of deixis used and the meaning context of it, and the use of deixis affecting the context in reading.

FINDING AND DISCUSSION

The writers found five types of deixis in the novel but only three types of deixis that are going to categorize in this paper which are person deixis, spatial deixis, and temporal deixis. Person deixis is divided into sub types; first person, second person, and third person. While spatial deixis tends to lead a place whether it is far or near from the speaker according to context. Temporal deixis is point a time that could be past, present, and future time. Temporal deixis a little less found in the novel because the speaker usually says for present time. The meaning of deixis is very important in sentence. While the meaning of deixis could be a person, time, or place.

Below are the further explanation of deixis in the novel, after the writers categorized them in to three types; person deixis, spatial deixis, and temporal deixis according to Yule theories. It would be followed by the meaning of deixis in an utterance said by a speaker.

1. Person Deixis

Based on Levinson in Pratiwi (Pratiwi, 2018) Person deixis involves the identification of the participants. It means person deixis is an utterance that appoints a person. Person deixis divided in to three types, there are first person, second person, and third person.

a. First Person

First person deixis refers to the speaker herself. Sometimes the deixis of the first person could be I as singular and We as plural. The words that include as first person deixis according to Levinson in Pratiwi (2018:41) are I, Me, Myself, Mine, We, Us, Our, Ours, and Ourselves. Those are the first person deixis used in the novel.

Excerpt 1 (Page 11 paragraph 2)

Louisa: “**My** problem, it gets in the way”

The utterance is said by Louisa. There was a first person deixis, ‘My’. My referred to the speaker herself which is Louisa. It able to include in first person deixis because the word “my” is a possessive objective to something that belong to her as singular pronoun. While the meaning according the context, Louisa wants the listener to know that the problem is her nervousness. It blocks her way in music career to sing in a band that is why she did not sing in a band anymore.

Excerpt 2 (Page 18 paragraph 3)

Casper: “You just missed Easter at Creeley. You were a little out of it. You didn’t miss much. **We** can’t really have a giant bunny hopping around a psych ward, can we?”

The utterance is said by Dr.Stinson also known as Casper. There was first person deixis ‘we’. The function of the word we is subject of plural pronoun. The word we referred to Casper, Charlie, the staff, and the girls at Creeley. According to context, Casper was answering Charlie question about how long she has been in Creeley center. Charlie has been in Creeley for six days since the middle of April. Actually, Charlie just missed Easter at Creeley but there is not so much going on. Even, they do not have giant bunny in treatment centre for psychic patient.

Excerpt 3 (Page 24 paragraph 4)

Barbero: “**I** get to be your teacher”

The utterance is said by Barbero. There was first person deixis ‘I’. I referred to the speaker, Barbero. The word I have a function which is the subject as singular pronoun. The context is Jen S. was taking Charlie to Rec. room. Barbero was already in the room. The doctor in Creeley center thinks that Charlie needed a project. Therefore the good doctor asked Barbero to help Charlie in learning. It is just like back to school for Charlie. Barbero is going to be Charlie’s teacher who checks her lesson and quizzes.

Excerpt 4 (Page 34 paragraph 1)

Louisa: “I need to tell you, you aren’t the same as us, you know? Look around. These sheets, this bed, **our** meds, the doctors. Everything here speaks money. Are you listening?”

The utterance is said by Louisa. There was first person deixis ‘our’. The function of the word is the object as plural pronoun. Our referred to Louisa and Charlie. While the meaning is Louisa said that Charlie is different from the other girls in Creeley. Everything is paid by family patient including the sheets, bed, meds, and the doctors. Because some patient is having mental issues from their family, in that case the girls sent off to treatment center otherwise the girls choose to stay in Creeley avoiding from people outside.

Excerpt 5 (Page 43 paragraph 3)

Charlie: “Nurse. Ava. Bought. **Me**. This. Underwear.”

The utterance is said by Charlie. There was first person deixis ‘me’. Me referred to the speaker herself, Charlie. The word me have a function as the subject of singular pronoun. The context was because Charlie thinks hurting herself was making her feel better but the problem is after, the scars. Nurse Vinnie took care of Charlie’s scars on her skin. Charlie who was mute suddenly said to Nurse Vinnie that the pink underwear she had was bought by Nurse Ava.

b. Second Person

Second person deixis refers to the addressee of speaker. It is known as the *You* person. The form of deixis according to Yule in second person deixis are you, your, yourself, and yourselves. Those are the second person deixis used in the novel.

Excerpt 1 (Page 3 paragraph 3)

The security guard: “Holy Mother of God, girl, what’s been done to **you**?”

The utterance is said by security guard of Region Hospital. There was second person deixis ‘you’. It referred to the addressee in the utterance that is Charlie. It was on the lawn of Regions Hospital, Charlie was left alone. She was wrapped in a bed sheet with freezing sleet and snow. Then the security guard who found her smelled menthol cigarettes and the flat stink of machine coffee. So he saved her from freezing in a cold wet grass.

Excerpt 2 (Page 22 paragraph 2)

Doc Dooley: “We had to take everything out, for **your** safety.”

The utterance is said by Doc Dooley. There was second person deixis ‘your’. It referred to Charlie’s safety. The context was Doc Dooley gave Charlie her backpack but its empty. The green backpack which have a lot of her stuff such tender kit, socks, underwear, rolls of toilet paper, pills, canister film, sketchpad, pens, and Land camera. Doc Dolley emptied it for Charlie’s safety because she might hurt herself with that stuff.

Excerpt 3 (Page 34 paragraph 3)

Louisa: “You need to prepare **yourself**, is all I’m saying.”

The utterance is said by Louisa. There was second person deixis ‘yourself’. The function of word yourself referred to Charlie. Louisa said that because she was talking about her life in Creeley. Louisa was thrown away by her family who paid for her fees to take rehabilitation in Creeley. It means Charlie have to prepare herself to face up with real world that everything is about money.

Excerpt 4 (Page 51 paragraph 1)

Casper: “Talking. Cutting **your** hair. Bandages off. How do you feel?”

The utterance is said by Casper. There was second person deixis ‘your’. The function of the word *your* referred to Charlie’s belonging which is her hair. The context was in individual session Casper talked to Charlie that she did big changes. Charlie who was mute just started talking, cutting her hair, and taking off her bandages that cover her scars. It is a good way to start new life.

Excerpt 5 (Page 64 paragraph 1)

Charlie: “ But he’s part of why I did it. **You** know? Like, the straw and the camel. Everything. Do **you** understand?”

The utterance is said by Charlie. There was second person deixis ‘you’. The word you referred to Evan. Evan was calling to check on Charlie. He asked the reason of Charlie’s hurting herself. Evan remembered a long time ago there was an accident in Seed House. When he, Dump, Charlie, and Ellis entered the house, a man named Frank with bad intention whose came for Charlie. Frank did bad things to the girls that he met, and then the girls will disappear or a mess. Luckily, he did not get Charlie

because she was hiding in the attic. Yet he is one of the reason why Charlie hurting herself.

c. Third Person

Third person deixis refers to someone else neither the speaker nor the addressee that could have a far or a near distance from the speaker. The words that are including as third person deixis according to Yule for example he, she, they, him, himself, her, herself, and it. Those are the third person deixis used in the novel.

Excerpt 1 (Page 64 paragraph 1)

Charlie: “No. No, **he** didn’t get me.”

The utterance is said by Charlie. There was third person deixis ‘he’. It referred to Frank. The function of the word he is the subject as singular pronoun. The context Charlie and Evan were talking about their dark old times. When Evan and Dump took Charlie to Seed House, there was a man named Frank with black eyes and hungry eyes. Every girl that came to Seed house and got in the room with red door always disappears after that. Charlie who hid in the attic did not get noticed by Frank. That is why Frank did not get Charlie.

Excerpt 2 (Page 65 paragraph 4)

Evan: “You know, that comic book you made. I don’t know, I just like **it**. It’s cool, you know, like, seeing me in there. Like I’m famous or something. I read a little every day.”

The utterance is said by Evan. There was third person deixis ‘it’. The word it referred to comic book. The function of the word it is object as singular pronoun. Evan was telling Charlie that he took her comic book so he feels sorry. He took that comic book because he likes the drawing of himself in the book that made by Charlie. He feels famous, cool, and feels something so he is happy that he read it every day.

Excerpt 3 (Page 66 paragraph 2)

Charlie: “**She**’s excellent.”

The utterance is said by Charlie. There was third person deixis ‘she’. The word she referred to Charlie’s mom. The function of the word she is the subject of singular pronoun. While the context is there was a phone call for Charlie from her mother. When she talked on the phone, it turned out Evan who was pretend to be her mother. In that case, Charlie’s friend who thought she got a phone call from her mother ask how her mother doing when

the phone call over. Charlie could easily answer that her mother is excellent on vacation to Portland.

Excerpt 4 (Page 72 paragraph 1)

Teacher: “Charlotte, I know things are so hard right now, but **they**’ll get better. Sometimes it takes a while to find that special friend, but you will. Oh, gosh, I don’t think I had a really good-good friend until I was in high school.”

The utterance is said by Charlie’s teacher. There was third person deixis ‘they’. They referred to the circumstances. The function of the word they is object as plural pronoun. When Charlie was elementary school student in fourth grade, she did not have a friend. There was a nice teacher who never yelled. She told Charlie that it is okay if you do not have a friend right now, it take time to find the special friend. Even though the circumstances are hard right now, it will be better. The teacher itself found her good friend in high school.

Excerpt 5 (Page 78 paragraph 2)

Casper: “Your mother’s not working right now, so there isn’t any possibility of coverage. As I understand **it**, some of your stay has been covered by your grandmother, but she’s unable to continue due to her own health and financial care issues.”

The utterance is said by Casper. There was third person deixis ‘it’. The word it referred to the coverage of Charlie’s stay. The function of the word it is the object as singular pronoun. Dr. Helen and Dr. Stinson told that Charlie was being discharged because she made strong strides in such a short time and there is not any possibility of coverage for her stay. Charlie’s mother was not working and her grandmother who used to cover her stay could not continue due to health and financial issues.

2. Spatial Deixis

Spatial Deixis is deixis word refers to place whether it is near or far from the speaker according Yule (Pangaribuan et al., 2015:173). Example of spatial deixis according to Levinson are here, there; come, go; bring, take; this, that etc. While Yule proximal which is near speaker for example this, here, now and distal which is a way from speaker i.e. that, there, then. Those are the spatial deixis used in the novel.

Excerpt 1 (Page 11 paragraph 1)

Louisa: “I was the very first fucking girl **here**, back when they opened, for God’s sake”

The utterance is said by Louisa. There was spatial deixis ‘here’. The word here referred to Creeley Center. The function of the word here is adverb of place. The word ‘here’ is proximal terms because when Louisa said ‘here’, she was in Creeley center at that moment. Louisa explained to Charlie that she has been the first girl in Creeley when they opened a long time ago. She just likes the queen who never had planned to leave Creeley.

Excerpt 2 (Page 22 paragraph 3)

Doc Dooley: “But you can have **these**”

The utterance is said by Doc Dooley. There was spatial deixis ‘these’. The word these referred to a photograph of Charlie, Ellis, Mikey, and Danny. The function of the word these is the object. The word ‘these’ is proximal terms because Doctor Dooley said it while giving square linen of Charlie and friends photograph. The context was Doctor Dooley was giving a green backpack to Charlie, her backpack. The backpack was empty, they emptied it. Doctor Dooley only gave Charlie a photograph for her to keep for her own safety.

Excerpt 3 (Page 25 paragraph 1)

Barbero: “the good doctor says you have to start taking meds at night to sleep and I have a feeling you don’t wanna do **that**. She’d rather have you in here than creeping down the halls like you do. Because that’s fucking weird”

The utterance is said by Barbero. There was spatial deixis ‘that’. The word that referred to take medicines. The function of the word that is as an object. The word that is distal terms because that is taking medicine that happen every night before the girls going to bed.

Excerpt 4 (Page 37 paragraph 5)

Blue: “Tell everybody what you wrote on your paper, **there**, Silent Sue”

The utterance is said by Blue. There was spatial deixis ‘there’. The word there referred to the paper. The function of the word there is object. The word there is distal terms because Blue asked Charlie to read what is written on a paper. It was a Group time, everyone has time to speak up their mind. But Charlie just wrote what is going in her mind on a piece of paper. It is written out. Get it out. Cut it all out and Blue accidentally saw the written on Charlie’s paper.

Excerpt 5 (Page 45 paragraph 1)

Nurse Vinnie: “You apply **this** twice a day. That shit’s gonna itch real bad now that it’s out in the air. Gonna feel tight and kinda prickly.”

The utterance is said by Nurse Vinnie. There was spatial deixis ‘this’. The word this referred to a cream. The function of the word this is object. The word this is proximal terms because Nurse Vinnie was talking while giving a cream to Charlie. The context was Nurse Vinnie took care of Charlie’s scars that caused by hurting herself. After cleaning the scars, Nurse Vinnie was giving Charlie a cream for her scars to apply the cream twice a day. The cream was given to reduce her pain.

3. Temporal Deixis

Temporal Deixis is deixis word refers to time that the speaker mean in an utterance (Ivanova, 2016). The forms of temporal deixis are now, then, yesterday, tomorrow, today, tonight, next weeks, last weeks, and this weeks. Below there are temporal deixis used in the novel.

Excerpt 1 (Page 47 paragraph 5)

Nurse Vinnie: “**Now**. Has to be now.”

The utterance is said by Nurse Vinnie. There was temporal deixis ‘now’. The word now referred to right at the moment in present time. The function of the word now is explaining that the activity has to be done right now. The context was Charlie in a care room, it was time to take a good care of Charlie’s appearance. Charlie washed her body, but still feels empty. She saw a picture of Nurse Vinnie with all the other girls, pretty hair, smiley face, and chubby cheeks. Nurse Vinnie saw that then decided to cut Charlie hair, even though she did not want to. Nurse Vinnie was going to cut her hair right now, it has to be at that time.

Excerpt 2 (Page 78 paragraph 3)

Dr. Helen: “There’s a halfway house that may have room for you, possibly as early as **next month**. They specialize in substance addiction, but that is one of your subsets. You’ll need to stay with your mother before then, of course, since you can’t stay here. No one wants you back in your previous situation, no one.”

The utterance is said by Dr.Helen. There was temporal deixis ‘next month’. The word next month referred to a month after Charlie’s release. The function of the word next month is adverb of time. The context, Charlie was being discharge but she have to live with her mother for a while until next month. Then she could live at the house on Palace

that will be having a vacant room early next month. The Palace has specialized on substance addiction that will be her subset.

Excerpt 3 (Page 79 paragraph 2)

Charlie: “It’s still **cold** outside.”

The utterance is said by Charlie. There was temporal deixis ‘cold’. The word cold referred to the weather. The function of the word cold is adverb of time. It is explain that the weather outside is cold because it’s autumn. The context was Charlie was being discharge from Creeley. She will live with her mother again. She makes a reason that the weather outside is cold. When actually she just does not want to live with her mother who yelled at her, hit her, and broke her. She could not bear with all of those things anymore.

Excerpt 4 (Page 85 paragraph 1)

Mikey: “I told you I was coming! You were supposed to put me on a visitors’ list or something. I’m only here for one more day. I’m here for the show later tonight and then we go **in the morning**.”

The utterance is said by Mikey. There was temporal deixis ‘in the morning’. In the morning referred to morning after which represent future time. The function of the word in the morning is adverb of time. It is explain that Mikey mad because he is not in the visitor list. Although Charlie was certain that she put Mikey name on the list. Mikey promised he was coming over, but he does not have plenty of time because he comes for the show tonight, and then they go in the morning.

Excerpt 5 (Page 98 paragraph 4)

Charlie’s mom: “Your friend Mike came by **late last night**. We all know it’s not gonna work out, you with me, or you in some freaking teen halfway house. That’s not you, Charlotte. I don’t know what is you, but I’m not it, and I’m pretty sure some curfew house isn’t it. Mike’s mom bought you a bus ticket to Arizona. You’ll stay in his apartment down there. He says he’ll help you.”

The utterance is said by Charlie’s mom. There was temporal deixis ‘late last night’. Late last night referred to yesterday in the middle of the night. The function of the word late last night is adverb of time. Charlie’s mother is explaining the relationship of Charlie and her mother is not going to work out, curfew house or even Charlie living at Palace. Yesterday in the middle of the night, Mikey came bring a bus ticket to Arizona which Mikey’s mom bought it for Charlie because he have an apartment there and he will help her.

Types of Deixis used in the Novel

a. Person Deixis

Table 2.

Data of Words as First Person Deixis

No.	Deixis	Amount of deixis
1	I	120
2	Me	29
3	My	21
4	we	29
5	us	4
6	Our	3
7	Myself	1
Total		207

Based on the table of data above, the most first person deixis used is I refer to the speaker herself. Then, in the second place there is two deixis word Me and We. Me refers to speaker herself as singular pronoun and We refer to speaker as plural pronoun. The deixis word My is in the third place, followed by Us, Our, and Myself.

Table 3.

Data of Words as Second Person Deixis

No.	Deixis	Amount of deixis
1	You	194
2	Your	41
3	Yours	1
4	Yourself	8
Total		244

Based on the table of data above, the most second person deixis used is You refer to the addressee or to the listener. Then, in the second place there is deixis word Your. Your refers to possessive adjective. The deixis word Yourself is in the third place, followed by Yours.

Table 4.

Data of Words as Third Person Deixis

No.	Deixis	Amount of deixis
1	He	18
2	His	2
3	Him	3
4	She	25
5	Her	11
6	It	37
7	Itself	1
8	They	18
9	them	2
10	Their	1
Total		118

Based on the table of data above, the most third person deixis used is It refer to someone or to something as singular pronoun. Then, in the second place there is deixis word She. She refers neither to the speaker nor the addressee. The deixis word He and They is in the third place, followed by Her, Him, His, Them, Itself, and Their.

b. Spatial deixis

Table 5.

Data of Words as Spatial Deixis

No.	Deixis	Amount of deixis
1	Here	25
2	There	14
3	This	17
4	That	26
5	Those	1
6	These	2
Total		85

Based on the table of data above, the most spatial deixis used is That refer a distal place which is far from the speaker. Then, in the second place there is deixis word Here. Here refers to proximal place which is near the speaker. The deixis word This is in the third place, followed by There, These, and Those.

c. Temporal deixis

Table 6.

Data of Words as Temporal Deixis

No.	Deixis	Amount of deixis
1	Now	10
2	Night	2
3	Last night	1
4	Cold	1
5	Next month	1
6	Everyday	1
7	One more day	1
8	Later tonight	1
9	In the morning	2
10	a while ago	1
11	Then	1
Total		22

Based on the table of data above, the most temporal deixis used is Now refer to present time. Then, in the second place there is deixis word Night and In the morning. Night is also present time because it is habitual, while in the morning is future time. The rest of deixis word in temporal deixis is Last night, Cold, Next month, Everyday, One more day, Later tonight, a while ago, and Then.

It can be conclude that in the total of 676 deixis, the person deixis as second person is the most types of deixis used in the novel with 244 deixis. The second is person deixis as first person with 207 deixis, and then the third is person deixis as third person with 118 deixis. Spatial deixis in fourth place with 85 deixis and the last is temporal deixis with 22 deixis. The deixis that being used by character are *You* and *I* deictic as a pronoun of the speaker or the addressee.

The Affect of Deixis in Reading the Novel

After found deixis and analyzed the meaning of deixis in the novel, the writers is going to give an explanation of how deixis is affecting the context in a whole novel. There will be also a brief example how small word of deixis could affect a whole novel. The novel that is going to analysis is novel with a title *Girl in Pieces* written by Kathleen Glasglow. Deixis is contributing to a whole novel indirectly in affecting the understanding of the novel which compatible with author purposes.

Firstly, the affect of using deixis in novel could lead misunderstanding for some people. Even though deixis is rare topic but it is important to understand it. By understanding deixis, people could avoid misunderstanding in story that lead to a whole novel. It is not difficult to understand deixis, but it is not easy either. It can be seen in page 64 in novel when Charlie said ‘he did not get me’. Charlie was on the phone with Evan, they talk about two people who are Dump and Frank. The reader who did not understand clearly could get the meaning wrong. They could guess that he was referred to Dump which is wrong. He was referred to Frank. Frank is a bad person in the novel but if the readers get it wrong, it could be Dump that is a bad person when he is not a bad person. That is why deixis is important. If people have a will to learn, people will be understanding deixis as a piece of cake.

Secondly, the reader should understand the deixis to avoid the confusion in reading the novel. The confusion of deixis in reading novel is normal. Confusion would be hard to avoid because the lack of deixis understanding. If the reader confused which word is refers to, the reader would not get the meaning. Then a reader will be confused about the whole story just because a reader missed one word meaning. For example, in page 22 when Doc Dooley said Charlie can have these to Charlie. Doc Dooley was holding a green backpack, tender kit, and a photograph. People would be confused what are these referred to. These were actually referred to a photograph. Because there is an explanation of the situation in the context before and after the utterance. So it is also matter to understand the context, beside understand the deixis.

Lastly, deixis can improve reading, listening, writing, and speaking skill of people in English. By learning and understanding deixis could be affecting people knowledge. It would be easier to get information clearly. The certain information could be checked in deixis and context. In that case it would be wasted to understand the meaning but far from the context. Then the purposes of the

conversation would not deliver and there will be mistaken of message.

CONCLUSION

After the writers analyzing the data, the deixis used in the novel become clear. There is person deixis which is a word that referred to person or the addressee of the speaker. In person deixis there are three types, first person deixis, second person deixis, and third person deixis. First person deixis is a word that referred to the speaker itself. While second person deixis is a word that referred to the addressee of the speaker. Then third person deixis is a word that referred to someone else, neither the speaker nor the addressee. It could be someone far away or near the speaker. Spatial deixis is a word that point to a place which could be distal and proximal. Temporal deixis is a word that referred to a time which has a function as an adverb.

The meaning of each deixis is various based on the context in the novel. The meaning of person deixis is a person for certain but sometimes appoint to things. The spatial deixis appoint to place and object that could be distal or proximal. The temporal deixis is refer to time such as now, today, every day, in the morning, last night, tomorrow, etc. The meaning is also various based on the context of the story that character discussed about.

There are 676 deixis used in the novel. The types of deixis used in *Girl in Pieces* novel written by Kathleen Glasglow were; 569 person deixis, 85 spatial deixis, and 22 temporal deixis. The first in person deixis is second person deixis because the character said 'you' a lot that refer to the addressee. Then first person deixis, 'I' is the most deixis used in first person deixis refer to the speaker itself. Followed by third person deixis with with 'it' that refer to something else other than the speaker or the addressee. The spatial deixis is 'here' appoint to a place which is place of a speaker located. The last is temporal deixis, the most deixis word used is now referring to a time as right at moment when a speaker talked.

Deixis is only small part of pragmatic that is barely known by people. However it does not change the fact that it is matters. There will be misunderstanding and confusion. That is why people sometimes lacking to read because they do not understand one simple word meaning. Deixis is invisible for some people but the affecting of it is very big. One mistake in deixis could affect the meaning or message in story or even in a whole novel. Then some people decided to read again in

order understanding the meaning of word in the context that affecting a whole story.

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Language And Gender In Teen Short-Stories

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Cara Sitasi:

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Abstract – This study aims to investigate the differences of language use between two short-stories published in two teen magazines which represent gender. According to the content, context, and segment readers, *HAI* magazine is considered as teen male magazine while *KAWANKU* is considered as teen female magazine. The results of this study confirm the theory of gender in writing production proposed by Coates (1993) who stated that men tend to use a report style aiming to communicate factual information, whereas women more often use a rapport style which is more concerned with building and maintaining relationships. The two short-stories in *HAI* and *Kawanku* reflect the issue of gender construction in society through written discourse. Gendered language that occurs in the literary works such as short-story declare that the differences between male and female way of speak can be found in written texts.

Keywords: Sociolinguistic; Gender; Short-stories

INTRODUCTION

The study of different use of language especially between male and women has been one of the important aspects in the sociolinguistics study. The well-known different use characteristic language use between male and women phenomena in written language have been favourite topics for some researchers in the study of relationship between language and society. Writing is a rich medium for gender performance (Mulac & Lundell in Janssen & Murachver: 1994). In the study of New Zealand fiction, Janssen and Murachver (2004a) found that female and male authors differed in their language use. Similarly, language used by authors of popular and award-winning fiction differed systematically. The way that authors try to deliver their writing can be found in the magazine. One part of magazine that gives a space to authors to express their written language is in the short stories section. A considerable amount of research have noted that language in male and women short story is different, but little research have exploded the noise of different language and gender used in short-stories especially in teen magazine. In Indonesia, many teen magazines are published their edition either in weekly or monthly kind of issue, for examples *Kawanku* which is more familiar as a magazine related to girls' life and *HAI* which is known as boys' magazines are two kinds of magazines that publish some spaces for short stories section. *Kawanku* is a girl's magazine which published their first edition in 1970. This magazines focuses on teen reader aged around 11 until 19 years old. There are fashion, mode, make up and beauty, celebrities news, girls' activities, tips for girls, and zodiac served to the reader in this magazine. This magazine consists of 130 until 140 pages per edition which publish once a week especially in every Wednesday.

Meanwhile, *HAI* magazine found in the 1977 and the first edition of this magazine was 36 pages which dominated by comic stories. In the 1980s, video, film and TV were booming and *HAI* took that opportunity to put the review and synopsis as content in the magazine. 1990s were the "very it" era for *HAI* as a one of reputable magazine in Indonesia. A lot of young talented authors born from this magazine and many memorable stories published in that era like *Lupus*, *Balada si Roy*, and *Anak-anak Alin*. In the 2000s passed the 30th year of phase as a boy's magazine which still focuses on male readers and aged between 11-19 years old. Today, the variety content of this magazine rubrics starts from sport, automotive, gadget, school, music, fashion for boys, games, until photography. This magazine consists of 95 until 100 pages per edition which publish once a week, especially every Monday.

One of the sections that are very interesting in both magazines above is short-story. These two magazines give different requirement for writers who want to send their short story in that magazine. The specifications of the topic used in two magazines are also different. Most of *Kawanku* serves the "girl's kind of life" in the short-story. One of the stories that are very interested is "Effortlessly Beautiful" written by Nadia safira. This is one of the stories that reflect about teenage girl's life and their problems. Meanwhile, in *HAI* Magazine, Koko Ferdie wrote "Selamat Tinggal, Cinta" which related to boys' life and their stories.

Based on the explanation above, the writer decided to find out the differences of two short-stories in Indonesian Teen Magazines especially in *HAI* and *Kawanku* related to the characters. The question remains the differences of characters in the two short-stories in Indonesian teen magazines *HAI* and

KAWANKU and how it relates to language and gender analysis. The goal of this study is to determine the differences between boy's characters and girl's characters in the two short-stories in teen magazines, in the term of the using of words, dialogues, narrations and theme.

It is best to review some related literatures and previous studies to get a proper basic comprehension before moving on further discussions. An issue about constructing gender identities of two short stories has ever been conducted by Shaikh & Khan (2012). The research investigates the issue of gender construction in society through written discourse. It analyses about two short stories by a Pakistani writer Haris Khalique and an Indian writer Rohini Kohli selected from their collection of stories titled *Unfinished Histories*. The research method followed by this study is Critical Discourse Analysis. By applying CDA as a general methodology, this research has tried to investigate the relationship between discourse and social practices pertaining to construction of gender identity. The finding was females role are shown to be more interested in the domestic side of life, having more to do with households and romance than intellectual aspect of life, which is presented as men's domain, who are thought of as intellectually higher than their female counterparts. The same issue is analysed by Chang (2016) discussed about gendered language in five recent short stories written by Japanese women in English translation. She examines how the writers interact with the culturally loaded concept of gendered language to develop characters and themes. Gendered styles are central to the stories and translators wishing to follow closely to the source text should pay close attention to the issue. They are used in a variety of ways such as in dialogue, to index social identity, to highlight the differences between social and inner self, and different styles are mixed together for emphasis.

Maltz and Borker's (1982) give the model of gender-marked language. They distinguish between male and female speech. Male speech is dominated by competition oriented or adversarial, attracting and maintaining an audience and asserting themselves when other speakers have the floor. However, female speech is characterized with collaboration oriented, using language more cooperatively than males, responding to and elaborating on what others have said, making more supportive comments, asking more questions, working to keep conversations going, to create and maintain relationships of closeness and equality. Coates (1993) also explains more about gender-language. She argues that men tend to use a *report style* aiming to communicate factual information, whereas women more often use a *rappor style* which is more concerned with building and maintaining relationships. De Francisco (1991) points out that

female behavior encloses a desire to take turns in conversation with others which is opposed to men's tendency towards centering on their own point. Maltz and Borker's (1982) emphasize the same point with Victoria that males use language primarily to assert their position of dominance.

Beside the language which differentiation between male's and female's communication, the way male and female solve their conflicts are also different. According to Gilligan (1982), the conflict style of males has a justice orientation. Whatever the problem is, males always try to solve their conflict fairly. It shows their dignity and their power as men. That can be the reason why males value logic and rationally while attempting to resolve conflict through rules or reason. In contrast to female, their conflict has a caring orientation because they focus on the relationship. They prefer to maintain connections with others than ruining their friendship. Females' conflict style also indicates that they use more collaborative speech acts and pay more attention to the needs of others.

RESEARCH METHODOLOGY

This research used case study because the writers limited the data using two short stories from famous magazines in Indonesia which are *HAI* and *KAWANKU* magazines. The objective of this study investigates how characters' differences relate to language and gender analysis in short-stories published in *HAI* and *KAWANKU*. The two short stories of *HAI* (Boy's Magazine) titled "*Selamat Tinggal, Cinta*" written by Koko Ferdie and *KAWANKU* (Girl's Magazine) titled "Effortlessly Beautiful" written by Nadia Safira. The writers collected the data by analyzing the short stories and using some related theories to see the characters' differences which relate to language and gender.

RESULTS AND DISCUSSIONS

The results of the data collection show the significant differences between boy's and girl's short-story. Table.1 below presents the analyses of two short stories.

Table.1. Data of two short-stories

	HAI	KAWANKU
Segment readers	Teenage boys	Teenage girls
Age	11 – 19 years old	11 – 19 years old
Content	Sport, automotive, music, games,	Fashion, mode, beauty and make up,

	photography	celebrities
Pages	95 – 100 pages per edition	130 – 140 pages per edition
Published	Once a week	Once a week
Short-story	Selamat tinggal, Cinta	Effortlessly Beautiful
Author	Koko Ferdie	Nadia Safira
Published edition	20 – 26 October 2017	15 – 29 October 2017
Characters with space	6.618	8.452
Words	1.195	1.532
Dialogues	41	27
Narrations	20	36
Self Reference	Gue	Aku
Code-switching	31	5
Example of dialogues	“Lo nggak papa, man?”	“Makalah. Aku takut besok enggak bisa bantuin Ladya soalnya kan weekend mau ada gigs, takutnya dipanggil rapat dadakan. Jadi besok Ladya enggak usah repot.”
Example of narrations	Paragraph : 2 <i>Gue sedikit terperanjat waktu pintu kamar mendadak terbuka lagi. Nggak lain dan nggak bukan pemilik suara cempreng itu adalah Davika. Cewek ter-absurd yang pernah gue kenal. Lebih tepatnya, dia murid baru yang sok akrab dan akhirnya dekat.</i>	Paragraph : 2 <i>Tapi coba kalian lihat Ladya. Geek manis dengan poni lurus dan kacamata besar. Bahkan tanpa effort pun dia terlihat menawan. Setiap hari Ladya selalu datang hampir bersisian denganku karena – well – kita sama-sama penggemar suara bel sekolah, hampir terlambat sudah bukan hal baru lagi bagi kami. Bedanya, setelah</i>

		<i>berlarian dari gerbang besar menuju kelas plus memohon-mohon pada Pak Breng agar menyisakan sedikit saja celah gerbang tengah agar kami bisa masuk, Ladya akan duduk disebelahku dengan rambut acak-acakan, kacamata yang sedikit turun, ransel yang langsung di geletakkan di bawah meja dan stay effortlessly beautiful. Satu lagi, seragam sekolahnya tetap licin.</i>
Opening Act	“Jangan tawuran lagi!”	<i>Tuhan itu tidak adil. Sungguh, aku selalu merasa seperti itu. Setiap hari aku harus muncul di sekolah tepat pukul 06.30 pagi, jelas banyak masalah pagi yang harus kuhadapi mulai dari kemacetan Kota Surabaya hingga catokan rambut yang tidak juga panas. Bukan apa-apa, rambutku yang sedikit – oke, sangat! – curly ini membutuhkan perhatian ekstra. Aku jelas tidak akan mau datang ke sekolah dalam</i>

		<i>keadaan rambut selebar sarang burung.</i>
Main characters	Dyko High school student A rebel boy Has a dangerous hobby : fighting	Lou High school student Always feel jealous to her best friend

The amount of the characters of short-story titled “*Selamat tinggal, Cinta*, in *HAI* magazine are less than in *Kawanku*. *HAI*’s short-story consists of 6.618 characters, while *Kawanku*’s short-story consists of 8.452 characters. The same case also occurs in the amount of words. *Kawanku* uses more words than *HAI*. *HAI*’s short-story consists of 1.195 words, while *Kawanku*’s short-story consists of 1.532 words. Those evidences refer to statement of Maltz and Borke (1982) who state a model of gender-marked language about male and female speech character. Some of female speech characterizes that they use language more cooperatively than males and respond to and elaborate on what others have said.

The main character in *HAI*’s short-story is a senior high school student, named Dyko, who is a rebel boy. Dyko has a dangerous hobby which is fighting. This characters are showed from these sentences :

1. *Ya, gue emang ngebelain Bimo yang ditantang tawuran sama salah satu anak SMA gang Bengkek. Masalahnya klise, cewek yang jadi rebutan. (Yes, I help Bimo who is challenged by one of the students from Bengkek Genk. The problem is cliché, fight for the sake of a girl).* Maltz and Borke’s (1982) explain that male speech is dominated by competition oriented or adversarial, attracting and maintaining an audience and asserting themselves when other speakers have the floor. The sentence above shows that Dyko has fought with a Genk only because of a girl. Here, Dyko’s speech indicates competition oriented. This conflict is also attracting readers to finish their reading.
2. *“Jangan tawuran lagi!” Gue menengok ke samping kiri. Nyokap baru saja menutup pintu kamar, setelah menempelkan plester di dahi dan mengompres beberapa lebam di muka gue. (Don’t fight anymore! I turn left. Mom has just closed the door, after put a bandage in my forehead and compress wounds in my face).*

According to Gilligan (1982), the conflict style of males has a justice orientation. Whatever the problem and the result will be, males always try to

solve their conflict fairly. Even it will hurt them whether it is physical injuries and emotional injuries. By fighting, they can show their dignity and their power as men. Meanwhile, Coates (1993) states that men tend to use a *report style* aiming to communicate factual information, whereas women more often use a *rapport style* which is more concerned with building and maintaining relationships. In *HAI*’s short story, Dyko’s and Devika’s dialogues show *report (men)* and *rapport style (women)*. Here are the analyses below.

1. *“Kenapa lw menghindar?” tanya gue yang duduk di samping Devika. Kami terhalang sekat bangku perpustakaan. Dia nggak menjawab. Gue penasaran dan menggeser kursi sedikit ke belakang. “Devika Putri, Seorang yang punya cita-cita jadi penulis dan mendambakan suami seperti Keenan di film Perahu Kertas. Dan sekarang mulai jadi cewek pendiam dan nggak asik lagi”.*

The sentences above are said by Dyko who is curious to know why Devika is staying away from him. He directly asks her by giving statements of factual information (*report style*).

2. *Devika: “Dyko...!” Gue sedikit terperanjat waktu pintu kamar mendadak terbuka lagi. Nggak lain dan nggak bukan pemilik suara cempreng itu adalah Davika. Cewek ter-absurd yang pernah gue kenal. Lebih tepatnya, dia murid baru yang sok akrab dan akhirnya dekat. Dyko : “Lo nggak pernah diajarin sopan santun ya? Ketuk pintu dulu, kek!” Cewek pemilik badan bantet itu malah berkacak pinggang menatap gue. Lalu menggeleng. Dia sepertinya budek karena nggak menjawab pertanyaan gue. Devika: “Apa-apaan ini, cowok berandal bisa terkapar di kamar!” Gue tertawa sinis. Cih! Dyko: “Sejak kapan gue menyandang status sebagai cowok berandal. Perlu digaris bawahi, gue cuma kalah tawuran sekali ini doang.” Devika: “Bukan karena lo ikut-ikutan belain Bimo, kan?” Devika tiba-tiba duduk dan menepuk lengan gue. Otomatis gue menggeram kesal. Dia cuma cekikan. “Sengaja.” Dyko: “Sakit, Bantet!” Gue mendorong keningnya yang lebar.*

These sentences are said by Devika who tries to keep conversation going (*rapport style*) with Dyko while he is suffering because of his fighting with a Genk.

Meanwhile, the main character in *Kawanku*’s short-story is a senior high school student, named Lilou, who always feels jealous with her beautiful best friend. The characters are showed from these sentences:

1. *Tapi coba kalian lihat Ladya. Geek manis dengan poni lurus dan kacamata besar. Bahkan tanpa effort pun dia terlihat menawan. (But look at Ladya. A sweet girl with straight hair and big glasses. She looks effortlessly beautiful).*
2. *Yang membuat sedikit menyayat hati, saat aku bingung mencari kaca dan mengecek penampilanku setelah badai keterlambatan berlalu, Ladya dengan santai mengeluarkan komik Jepang edisi terbaru. Di sebelahnya? Oh itu aku yang sibuk membenahi muka dan menyisir rambut. Ladya? Tetap cantik walaupun tanpa bedak, tanpa catokan, tanpa sedikit lipgloss. (The worst is when I feel confuse to look for a mirror and see what I look like, Ladya took out a new edition of Japanese comic. While I am busy pouring my face and combing my hair. Ladya keeps looking beautiful without any make up, even just a little bit lipgloss).*
3. *Ladya bilang dia mau belajar dulu buat besok. Besok? Iya, besok mau bikin tugas sama Ladya, tapi Ladya bilang mau belajar dulu biar besok cepet selesainya. Ini yang membuatku iri pada Ladya. Sudah cantik, manis, pintar pula. Setiap hari dia pasti punya jam khusus belajar atau, ya, yang seperti ini. Ladya selalu minta waktu untuk belajar dulu, agar saat tugas dibuat dia enggak akan terlalu banyak bertanya dan tahu apa yang harus dilakukan. Enggak salah memang kalau banyak orang yang memperhatikannya. (Ladya said that she wants to study before tomorrow. Tomorrow? Yup, we are going to finish our assignment with Ladya, but she said she wants to study first so that we can finish our assignment early. This is what makes me envy with Ladya. She is beautiful, sweet and also smart. She has schedule time to study every day or like this way, she always asks more time to study first, so that the assignment is been doing, she will not ask more and know what to do. It is true that many people are watching her).*
4. *Besok-besok kalau enggak punya waktu buat bikin tugas bilang kek, kan aku jadi ngerasa bersalah bikin kamu ngerjain tugasnya sendiri sambil bikin acara besar kayak gini. (If you do not have time to do the assignment, let me know, because I feel guilty making you did the assignment by yourself while having great event like this).*

From those four sentences explained above, we can find the characteristics of female's speech (Maltz and Borker: 1982) which are represented by Lilou and Ladya in this short story. In sentences 1 and 2, Lilou expresses her jealousy with Ladya who is

smarter and prettier than her. The way Lilou expresses her feeling through words show that female uses language more cooperatively than males. While in sentence 3, Lilou and Ladya are trying to cooperate by doing their assignment together though Lilou has a big event to do. While Lilou permits Ladya to have more time to study for the assignment. Both of them understand their position at that time so that they can overcome their problem. In sentence 4, Ladya also makes supportive comments by giving her care and attention to her friend, Lilou. They also work to keep conversation going and maintain their relationships of closeness. This short story which is written by female writer Nadia Safira indicates that women use a *rapport style* (Coates; 1993) which is more concerned with building and maintaining relationships. The friendship between Lilou and Ladya has become the evidence. Though Lilou envies with Ladya's appearance and her ability, Lilou still keep maintain her relationship with Ladya. The conversations of dialogues show the tendency of both ladies in taking turn in conversation they have (De Francisco: 1991). It means they have mutual response in having conversations. Gilligan (1982) in contrast to female, their conflict has a caring orientation because they focus on the relationship. They prefer to maintain connections with others than ruining their friendship. Although, Lilou is so jealous with Ladya, but in sake of friendship, Lilou wants to do anything for Ladya, her best friend. She agreed when Ladya asked more time to study. She did not forbid her. Here, Lilou cares about Ladya. Ladya does the same. Gilligan states that females' conflict style also indicates that they use more collaborative speech acts and pay more attention to the needs of others. Lilou who is the committee of the event and is busy preparing it, Ladya came to let her know that she did the assignment herself. Ladya's action shows her attention to the needs of Lilou at that time.

The short-story in *HAI* contains more dialogues than in *Kawanku*, while *Kawanku* contains more narrations. In *HAI*'s short-story, there are 41 dialogues, while in *Kawanku*'s short-story, there are 27 dialogues. The opening statement in *HAI*'s short-story uses a short dialogue, while in *Kawanku*'s short-story uses a long narration in the first paragraph. The self reference used in *HAI*'s short-story is 'gue' (I), and self reference used in *Kawanku*'s short-story is 'aku' (I). The social words found in *HAI* are informal words such as 'elo' (you), 'bokap' (father), 'nyokap' (mother). While in *Kawanku*, they use formal words for instance 'kamu' (you), 'Papa' (father), 'Mama' (mother).

There are more code switchings in *Kawanku* rather than in *HAI*. Girls tend to use code switching than boys because girl's tendency to vary the language. *Kawanku*'s short-story consists of 31 code switchings, while *HAI*'s short-story consists of 5

code switchings. Kemp (2014) conducted a reasearch and the result showed that, “because of the women’s brain and its tendency to ignite language, code switching seems like that perfect opportunity to learn to effectively communicate with men.”

The dialogues in *HAI*’s short-story use less words than in *Kawanku*’s short-story. The example of *HAI*’short-story’s dialogue in the paragraph 23 ,”*Lo nggak papa, man?*” (**are you ok, man?**). The example of *Kawanku*’s short-story’s dialogue in the paragraph 30, “*Makalah. Aku takut besok enggak bisa bantuin Ladya soalnya kan weekend mau ada gigs, takutnya dipanggil rapat dadakan. Jadi besok Ladya engga usah repot.*” (**Paper. I am afraid tomorrow I can’t help Ladya because this weekend, there will be gigs. I am worried tomorrow will be unexpected meeting. So, Ladya does not have to busy**).

CONCLUSIONS

Boy’s magazine, *HAI*, is thinner than girl’s magazine, *Kawanku*. *HAI* contains 95 – 100 pages in one edition while *Kawanku* contains 130 – 140 pages in one edition. It relates to the article in Tempo.com which states that “.....minat baca anak laki-laki lebih rendah ketimbang perempuan....” (**Boy’s reading interest is lower than girls...**). The words used in *HAI*’s short-story are less than in *Kawanku*’s short-story. This refers to Ananda (2014) in the article from Merdeka.com that states, “*Dua bagian otak yang berkaitan dengan kemampuan berbahasa terbukti lebih besar pada wanita dibandingkan pria. Tak heran jika banyak wanita yang berhasil dalam bidang yang berkaitan bahasa.*” (**Two parts of brains that are associated with language ability shows that women have bigger part than men. No wonder that women are more successful in language field**). The two short-stories in *HAI* and *Kawanku* reflect the issue of gender construction in society through written discourse. As Mullac & Lundel (1994) stated that, “Like conversation and other modes of communication, writing is a rich medium for gender performance.” Gendered language that occurs in the literary works such as short-story declare that the differences between male and female way of speak can be found in written texts.

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Liberal Feminism In Movie *North Country* Directed By Niki Caro

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Abstract - Women is still in lower position in every chace, especially in workplace. Equal rights is a must where every individual can get it. The purpose of this paper are explore about problems which happend there such as the reason why it can happend, impacts that main character and her co-worker as long as they work, and also obstacles in fighting for women's right. This research uses descriptive qualitative method, data analysis is described by using words. Source date is taken from books and online resources, and others resource which completed this paper. This reasearch want to discuss about liberal feminism in this film, it is one of branch feminism theory which focused on fight for women's right. As the result, Josey as the main character, she is bravely and clear woman who able speak out freedom for women and equal rights in workplace although almost the most worker there are men. Finally, with hard struggle and feel give up, she can do it.

Keywords : *Liberal, Feminism, Liberal Feminism.*

INTRODUCTION

Discourse about women never stops and always studied, this is evidenced by history. It always discussed on many occasions, both discussions and seminars. The discussion above covers all aspects of women's lives including the female reproductive organs, position in the family, community, and workplace. Human have been born with two gender, men and women. Women can not choose which one both of those are better for her. Characters of men are strong, masculine; think with their logic, dominant whereas characters of women are soft, feminism, think with their heart also comparison which one is better or contrary and defeatism. These are kinds of traditional perception or patriarchy culture. Some of women in this era disagree about this thought. Equality in every aspects have been a must to break out of old traditions that women is only being a housewife who always do household such as cook, wash clothes , sweep floor, take care of husband and children's, etc.

Women has rights to do something more than she always do in their daily life. Women can do everything as long as she can do, and she is also looks strong inside and outside. There are many significant improvements when women can fulfill in all aspects such as being president, minister, director, etc. But not all women nowadays can feel so, there are many women outside still follow their traditional rules because their parents or neighborhoods believe it is women's nature. Many women still feels discriminations.

The discriminations can be happen whenever and wherever because of there are not rights equality between women and men which happened in family, environment, and fieldwork. In family, these are often happen because women only being housewife or may be housemaid who always do in culinary (cooking, washing plates, and tidy something), in bed (do husband desire), and bathroom (washing clothes). In environment, perspectives about women are low reactions and does not need get high education. Whereas in fieldwork, performance of women in work reputed unimportant, perception of woman are not as strong

as man who are always defends faces all troubles, and also women always unprofessionally.

In fieldwork, performance of women reputed such as unimportant person because of she is slow-moving, not handy, and unable in her field. For example, a women who work as security women in factory, many society perceptions usually only men who can do that. Sometimes normal person can not accept it.

Whereas perceptions women are not as strong as man, it also contrast with opinion “do like a man” these perceptions are always say all authority person when there is a women work in their company. For example a women who work in back country as a teacher in those places in Indonesia. She must faced all the conditions where are not anything else and being isolated such as clothing, food, and housing. It is not easy to face it and sometimes she will choose go back to their home. Women always unprofessionally, these are one of classic problem where most people agree with it. Women always do with feeling than logic. So, if there is problem, men always predict women will unprofessionally. Actually women are live creature from God who can be strong outside and inside. For example, a women employee does her job to make finance report suddenly she reminds that she has family problems. Although it just simple problem, it could be big problems someday.

In this case, the writer will focus in Josey Aimes’s character as the object of the research. Josey Aimes, who is a collier woman works at the local iron mines in Northern Minnesota, Minneapolis, New Mexico. *North Country* Movie is a movie that mainly talks about liberal feminism by the main character. It was inspired by the 2002 book *Class Action: The Story of Lois Jenson and Landmark Case That Changed Sexual Harassment Law* by Clara Bingham and Laura Leedy Gansler, which chronicled the case of Lois Jenson and other female workers at the Eveleth Taconite Co. Josey Aimes and the other female workers become the target of sexual harassments and discriminations. That is why she, Josey Aimes, wants to fight for the women rights workers who worked in the mines by make little rebellions until she sued the company which have alleging sexual harassment, discrimination and lack of mutual respect towards one and another worker. This is what writer want to discuss, about movement of main character who fights for women rights it can be symbolized or representation of being feminist. The benefits of understanding this film are how can faced faith if women have born being women who have many problems in life and also getting equal rights wherever she is because women nowadays still have discriminations.

Women must be strong to face how hard her life. Encourage knowledge about perspective feminism in movie.

THEORETICAL FRAMEWORK

1. Definition of Feminism

Feminism describes a culture which women are treated differently than men. Difference of treatment women are disadvantage, feminism assumes that such treatment is cultural and thus possible to change and not simply “the way world is and must be”. Feminism looks different culture as possible and values moving towards that culture. Feminism also consists of activism, individually and in groups, to make personal and social change towards that more desirable culture.

It has been proof by feminism. It has been surrounding in society nowadays because of their movements to changes, support, give freedom for women to do what she wants. Feminism has spread all over the world and has been literature and growing very widely. Feminism has gradually become more far-ranging and subtle in its attacks on male-dominated society. Many injustices still need to be corrected but equally necessary is a more down-to-earth, tolerant and compassionate view of fellow human beings. The gathering feminist movement very much disagreed and argued that women’s writing expressed a distinctive female consciousness, which was more discursive and conjunctive than its male counterpart.

Different theories of feminism are widely acknowledged and taught in women's studies courses, gender studies courses, and etc. People often have created their own definition of feminism to best suit them. The definitions here are theoretical, and are an example of the diversity among feminists. Why women believes in feminism and what her ideas are to make feminism a reality is the primary source of conflict within the feminism movement. Women may find that she believe in the theory of feminism, but do not see ourself fitting into the branches of feminism below, that is common. Women can believe that women and men should be politically, economically and socially equal for her own reasons and hold ideas touching how she can make that happen. The case likely practicing some form of feminism whether or not you directly associate yourself with the feminist movement or theory.

Butler (1999 : 1) said that “feminist theory has assumed that there is some existing identity, understood through the category of women, who not

only initiates feminist interests and goals within discourse, but constitutes that subject for whom political representation is pursued.” It means that feminism exists because of some reasons that women is one of important part in human life.

Hook (2000 : viii) statement “Feminism is a movement to end sexism, sexist exploitation, and oppression.” Meaning of the statement is women wants being appreciated and also have value in human society without exploitation and oppression.

Beasley from *Women and Moral Identity* 1991 (1999 : 27), “I adopt a general definition of feminism as a perspective that seeks to eliminate the subordination, oppression, inequalities and injustices women suffer because of their sex.” It means some people think that women has become object of negative behaviour.

Beasley from *Encyclopedia of Feminism*, 1987 (1999 : 27) :

“[Feminism] is the advocacy of women’s rights based on a belief in the equality of the sexes, and in its broadest use the word refers to everyone who is aware of and seeking to end women’s subordination in any way and for any reason...Feminism originates in the perception that there is something wrong with society’s treatment of women.

Those statements have meaning that feminism is theory that men and women should be equal politically, economically and socially.

From the three statement above, definition of feminism is very large but has the same point, equality in every aspect for women. If it can happen, it can changed people’s opinions that women in this era is modern and not patriarchy anymore.

The writer concludes that definition of feminism itself is a theory that fighting for women’s rights and also against patriarchy which discrimination of women.

2. Kinds of Feminism

Based on Beasley (1999 : 51 – 63) in her book entitled “What is Feminism ?” there are 4 branches of feminism :

- a. Liberal Feminism is women’s position in society is seen in terms of enequal rights or artificial’ barriers to women’s participation in the public world, beyond the family and household. It focus on the public sphere, legal, political, and

institutional struggles for the rights of individuals to complete in public.

- b. Radical Feminism is sexual oppression as the or at the very least a fundamental form of oppression (usually the former) and the primary oppression for women. In radical feminism all men as a group are unambiguously viewed as having power over at least some wome.
- c. Marxist Feminism is oriented towards the public sphere and given its concern with the organisation of labour, generally pays particular attention to women’s position in relation to waged labour.
- d. Socialist Feminism is attempt to mantain some elements of Marxism regarding the significance of class distinctions and labour while incorporating the radical feminist view that sexual oppression is not historically a consequence of class division.

In this occassion, the paper only discuss about liberal feminism which concern equality of women’s position in society, enviroment, and also workplace.

3. Definition of Liberal

Everyhuman being has freedomof every individual. Liberals and freedom is a thing that can not be separated from one another. Liberals can be interpreted as a freedom to choose, make, and make choices that there are no obstacles. For the past few Liberal theories suggested by experts is one of the best ways to free people choose wherever people want. It is because of mistrustin the ability of the individual fairly curbed partly due to different of the other race, religion, gender and sex. With the advent of liberal theory makes some people feel good because they can be recognized freedoms and make them able to carry out the purposeof life that they want without certain limitations.

Tong (2009 : 11), “Liberals define reason largely in moral or prudential terms, they nevertheless concur that a just society allows individuals to exercise their autonomy and to fulfill themselves. Liberals claim that the “right” must be given priority over the “good”.” It means that liberal must give rights for every human and it should be the most important things to reminds that every human has individuals rights.

Jaggar (1983 : 6), “Liberation is the correlate of oppression. It is release from oppressive constraints.” It means that one of the reason appeared liberal is because of there are oppression

which happen in women and man eventhough in the other side.

Schwartzman (1969 : 1) :

“Liberal concepts can work to undermine women’s interests, reinforcing not only sexism, but also racism, classism, and other forms of oppression... “right to privacy” to argue that the state should not interfere in situations of domestic violence and marital rape, as well as more recent cases in which racist hate speech, violent pornography, and sexually harassing speech have been granted protection under the right to “freedom of expression”.

It means that freedom of expressions means that everything can be changed when we have freedom, rights to privacy means that everybody has rights to do individually that no one know or no one to join it.

Based on three statement above, liberal have many definitions but actually liberal can work in every aspect because every human have rights to do something, get freedom of expression. Although from Jagger said that it correlate of oppression because many people get some disturbance in past such as people who against goverment will be execution like Soeharto goverment. There are not liberal to give critical or opinin for goverment.

Definition of Liberal is a theory that given freedom for many people to choose and get the best from many choices in the world, give critical or opinion about something and take an action to do something in many aspects as long as still in normal way not break over society rules.

4. Definition of Liberal Feminism

Women emancipations have existed to erase different of gender. Feminism is a ideology which use to break out patriarchy, search for the root or causes of discrimination of women and also look for the solutions. In other words, feminism is a theory for women liberation.

Ideologi of liberal feminism is equality in every chance and desire in order to every individual (men and women) have given freedom to choose what goodness the way she or he did without harm others. The prior purpose are make the society feel equitable and care of freedom places to make an improvement. Only from those environments, women and men can develop their self.

General view of the liberal feminists is that suppress of women is caused by social and legal barriers that block their access to public sphere of politics and economics. Liberal feminists demand that liberals

follow their own principles of universal human rights and equality and demand equal treatment of women and men, insisting that women are fundamentally similar to men. These theorists argue for law to be gender blind- that there should be no restrictions or special assistance on the grounds of gender.

Emphasizing equal individual rights and liberties for women and men, downplaying sexual differences. Liberal feminism is the most widely accepted social and political philosophy among feminists. Liberal feminists defend the equal rationality of the sexes and emphasize the importance of structuring social, familial, and sexual roles in ways that promote women’s autonomous self-fulfillment. They emphasize the similarities between men and women rather than the average differences between them, attribute most of the personality and character differences between th sexes to the social construction of gender, and tend to promote a single set of androgynous virtues for both women and men.

So, feminism liberal is one of branch feminism which is presented of equal rights for women can be accepted legally and also get improvement in social aspect in order to every women rights can be realization if women can be equal with men.

Beasley (1999:51), “[Liberal Feminism] is women’s position in society is seen in terms of unequal rights or ‘artificial’ barriers to women’s participation in the public world, beyond the family and household.” It means positions of women in that moments, there are many unequal rights beyond women and men. Discrimination always happen and it could not avoid.

Beasley (1999:53), “Liberal feminism follows the line of thinking in specifically asserting that women are not fundamentally different to men and yet are denied opportunities on the basis of their sex.” Every human have opportunities in all aspect because women have rights too.

Schwartzman (1969 : 1) :

“From the time of the women’s suffrage movement to the more recent battles over abortion, women have formulated their demands in terms of equality, autonomy, and individual rights.... Liberal concepts can work to undermine women’s interests, reinforcing not only sexism, but also racism, classism, and other forms of oppression.”

It means that liberal feminism can decrease women’s about racism, classism, and any oppression options.

Tong (2009 : 34), "Liberal feminists wish to free women from oppressive gender roles-that is, from those roles used as excuses or justifications for giving women a lesser place, or no place at all, in the academy, the forum, and the marketplace." It means that liberal feminist can give a space for women get academy, can speak up in the forum, and also in marketplace.

According to three statements above liberal feminism can give women freedom to do everythings that women's want without racism, classism, and many oppression.

Definition of liberal feminism itself is viewpoint to putting women who have full freedom and individual. This movement state freedom and equality based on rasonality dan divide between private and public. Every human have capability to think and act rasonality, especially in women, the roots of oppression and backwardness for women because of women's fault herself. Women must prepare herself in order to compete and get equality with men in public.

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RESEARCH FINDING AND ANALYSIS

This research uses descriptive qualitative method; data analysis is described by using words. The procedure data is collecting from watching the movie over. Then understood and analyzed content of story. Source data is taken from the film based on real events in *North Country* Movie. The problem of this research focus on liberal feminism of main character to get her equal rights in workplace. The material is about discrimination and sexual harassment in workplace especially for women. This research approximately takes two months to be done with analysis which are limited because the data can be found in big library or credible online resources and all of those books are old. The instruments of this paper are movies, books, document from library or online resources to finish this research.

RESULT AND DISCUSSION

The writer is interested to analyze liberal feminism of main character in *North Country* movie. She is a bravely women because she can claim the company to make fair rules for women who works in mine. In this case the writer only analyze the reason and impact of main character fight her equal right then obstacles that she have to faced it.

Liberal feminism in *North Country* movie is related one factor. The factor is Josey's life. From the first, Josey is a beautiful girl that all man have interested with her. It all changed, when she got pregnant because of raped by her teacher. After that she met her husband, but she is unhappy living with him so she escaped. To continue her life, she decided to work in mine company. Then, she got some trouble there such as discriminations and sexual harassment because most of employee are men.

1. Reason for Equal Rights.

This movie tells about women who has no freedom in workplace in 1989. The main character in this movie shown as women who have problem because of all women in her workplace, Mine, there are many problems because of their sex. The writer finds a theory about liberal feminism which is related with this movie.

Beasley (1999:51), "[Liberal Feminism] is women's position in society is seen in terms of unequal rights or 'artificial' barriers to women's participation in the public world, beyond the family and household." The writer analyzes about Josey Aimes as the main character here and compare the dialogue from the movie with theory about liberal feminism. The writer analyzes reason fight equal rights because every tragedy or accident which appears in this movie are discrimination and sexual harassment.

A. Discrimination of Sex Aspect

It is one of main point which happened in this movie. It can be seen when the main character Josey Aimes fight for women's rights in mine company. In workplace, there are many discriminations happened from high position (president, vice president, manager, leader group) until lower position (employee, labour, security, office boy). Discriminations is an action who do different treatment to certain individual. It usually happens in society, because human preference discriminate someone. When somebody in unfair treatment because of different sex, gender, ethnic, race. Josey and the other women in mine, got discriminations such as directly said about sex.

a. Arlen's Statement.

Those discrimination has happened on many places such as at women's room, mine outside, and also Arlen's room. In this movie the main character Josey Aimes is a bravely woman, but until she decided to work at mine as Glory's opinion all changed. Josey was getting discriminations there and she can not do anything because it rules.

Craig (2007 : 26), "discrimination for most people may be "a showing of prejudice in treatment", this definition is clearly out of step with the development of the concept of discrimination"

Women in the mine who have fulfill the requirements of being employee must have breafing first from Manager to know the area around Mine. All women in this scene, they get on together in a room to hear the instructions from Manager, Arlen, about how to work in mine. All women's there are hearing what he said seriously.

Arlen :**"The mine is a shit pit. Dirt everywhere.Loud as all get-out. You'll be hauling, lifting, driving and all sorts of other things a woman shouldn't be doing.** If you ask me but Supreme. Court didn't ask me, did they ?"

(Duration : 00:17:00 – 00:17:55)

From the bold dialogue above, the writer thought the theory and what shown in the movie has a relation. It shows that women in those places should not in there because it was so unappropriate for women and if she still wants to work there she must receive the conditions like that. After that Arlen go out room to prepare the tour of mine. All women in the room feel strange about what Arlen said at that time. She think that Arlen is a Homo who are not interested with women.

b. Passiveness of Man Co-Worker

In other places at mine outside, Glory, friends of Josey, would like to take a break after she feels tired driving the truck. Then she call her friends Hanks, father of Josey, to take a break then continued again. But in Hank's mind, they had taken a break a moment ago so he does not need to take a break. After debate too much, Glory gives up and continue do what Hank's will.

Epstein (1970 : 40) stated "Many critics of the push for women's participation in occupations and professions claim that although women's treatment reflects their obvious differences, they are honored equally with men in the society."

Glory : "Hank, I need a five-minute break."
Hank : **"You took a coffee break an hour ago."**
Glory : "That's the point, Hank. She's been drinking coffee like everyone else."
Hank : **"Hey, Glory, are you talking as a union rep or just butting into anybody's business as usual ?"**
Glory : "All I'm saying is that you can whip it out anytime, Hank. We gotta pull the coveralls all the way down, you know I'm saying ? We start peeing in our seats. I don't think the next shift's gonna be too happy about it."
Hank : "You got another load to get. So pull them up and go get it."
(Duration : 00:19:51 – 00:20 :47)

After doing her job Glory with male co-workers, they were discussing her problems in mining. In the middle of conversation and jokes by her colleagues, she submit several problems that faced by women workers there but the response she obtained is simply a joke that has implicit meaning and being ignorance.

Men : "Okay, there's nothing else, I move to adjourn."
Glory : "There's one more thing."
Men : "What's that ?"
Glory : "Porta-Johns."

Men : "Here we go again."
Glory : **"I got one girl with a bladder infection from holding it in all day. Maybe Pete over there likes sitting in his own pee. But I don't. Like it or not, represent members of this union who just happen to be female."**
Men : "All right. Well, if we do get management to give you girls Porta-Johns what are you gonna do for us ?"
Glory : "Didn't you hear, Pete ? Discount blowjobs, for everybody but you."
(Duration : 00:24:59 – 00:25:34)

From the explanation above the writer found the similarities between the theory and what shown in movie. It shown that Glory only wanted her male co-worker aware of his actions who always peeing on the bench wheel when they drive mining trucks. Their behavior are dirty, it should be taken seriously so her co-worker would not feel aggrieved that their behavior are dirty. When women working in a place which is the majority of men always being like that, men do not always clean and tidy in terms of taking care of themselves. Although every aspect has different aspect, but take care of each other is important to make all related and has equal rights.

c. Josey's Compliment

There is a part when Josey and Sherry at the time was cleaning the Powder Room of the mines, they meet with other her men co-worker; they all are Bobby's group, one of old friend Josey. Firstly they were just joking around but suddenly they do harassment to Sherry who against their behaviour, Josey see it then reported the incident to Arlen, her manager. But Josey's report is not considered and only used as a regular thing that often happens and is common.

Tomasevski from Universal Declaration of Human Rights, 1948 (1993:45) stated that "Everyone is entitled to all the rights and freedoms... without distinction of any kind, such as race, colour, sex.."

Having rights and freedoms means thinking of do whatever she want, give opinion or critical for all, and also take in special places in some places without thinking about race, colour or even sex.

Arlen : "Do you even know what's going on out there ?"
Josey : "Yeah."
Arlen : "Sweetheart, this country's elected a president who's letting the world flood our market with cheap steel. We're knee-deep in lay offs. Mines are closing left and right."

Josey : “What’s this got to do with Earl laying hands on Sherry like that ?”
Arlen : “Hooh.. **Are you hearing a word of what I’m saying ? You’re taking jobs where there aren’t any to take. The boys aren’t your friends. I’m not your friend. You got no business being here and you damn well know it. But you’re not hearing that, are you ? so let’s try something new. How about work hard, keep your mouth shut and take it like a man.**”
Josey : “All right. Maybe I’ll go see Mr. Pearson. He said come to him if I had a problem.”
Arlen : “No, You don’t see Pearson. I see Pearson. You know ? when you’ve got a real problem, take it up with me and I’ll be happy to help. All right ?”
(Duration : 00:29:36 – 00:30:36)

Based on narration above the writer thought the theory and action in movie are related each other. It shows when Josey felt discrimination that occurs between male employees and female employees. Women’s rights are not respected at all both in terms of treatment and in the opinion expressed in the mining company. As if the opinion of its female workers is childish. "Do it like a man" that is what was on women’s workers mind according to Arlen. When Josey feels the report is not addressed properly, it will reported that matter to his superiors that much higher, Mr. Pearson, the director of the mining company. Arlen suddenly wondered why Josey knows its director, and then he quickly said things are ready to assist any Josey and the report will be processed immediately.

B. Sexual Harassement of Sex Aspect.

Sexual harassement aspect also become a cause that make women must get equal rights in workplace. Believe or not, many sexual harassement happend in all over the world and this movie is only representation the real case in Minesota, Mexico. Sexual harassment in workplace can be defined as a deviant behaviour committed by certain people and was not expected by the affected victims of sexual abuse herself. Josey and other women co-worker as victims of sexual harassement in mine that all workers there majority are men.

1. Healty All Body Check

In mine company, before they hire an employer, it usually there are many test such as written, interview, and healty test. All employees has to pass through all the test especially healty test although the person are men or women. Josey has

to pass it when she decided being mine employee. She feel uncomfortable do healty test by a man doctor which is means that he can see all her body from top into bottom. It is a shame for her, but she like or not she must accept it. But in one side, this is one of forms of sexual harassement.

Boland (2005 : xv), “Sexual harassment is a type of sexual discrimination in the workplace. It includes unwelcome sexual advances, requests for sexual favors, and sexual conduct that is directed toward a person because of gender.”

Josey knows that was one of risk to work in mine that all her body from top to the buttom have seen by the doctor. Although she tried to explain it but rules is a must.

Doctor : “**All clear.**”
Josey : “Clear of what ?”
Doctor : “**You’re not pregnat.**”
Josey : “I already told you that.”
Doctor : “**Well, company just wants to be sure before they hire you.**
It’s to clean yourself with.”
(Duration : 00:12:29 – 00:12:55)

After being accepted as employee in mine Josey directly join in women’s group there. She met a lot of women there who has the same experience before and have known about treatment from men. She try to socialization with other to get connected each other. When she enjoy Sherry get something strange in her box lunch there is something unpolite to be there, Penis Joke. But in calm, Josey can reply the treatment with her statement.

Glory : “Come on, let’s sit with the girls. Meet the ladies. Ladies, ladies. Josey Aimes.”
Big Betty : “Oh, hey. Big Betty. Pleased to meet you.”
Josey : “Nice to meet you.”
Peg : “There used to be two Betty’s”
Glory : “Big and Little. Little quit.”
Josey : “Why ?”
Big Betty : “Too little. Hahahaha”
Peg : “I’m Peg.”
Josey : “Hey, nice to meet you.”
Peg : “Hey, you too.”
Josey : “Hey”
Sherry : “Guys.”
Big Betty : “How you doing ?”
Sherry shock that she got her lunchbox with penis joke.
Male : “Hey ! No getting off in the lunchroom, ladies. Hahaaha..”
Peg put down penis on the table while a little bit emotion.

Josey : **“Well, it won’t leave the toilet set up. It won’t fart in the bed. I might just marry it.”**

All the woman are laughing.

Josey : “Right ? You don’t mind, do you ?”

(Duration : 00:23:46 – 00:24:57)

It was so contemptible used the vulgar joke. Other women there, are usually have experienced before so they see it was intentional doing by men. Josey expressed it as joke but she can handle it.

According to description above the writer thought the theory and what happen to main character in movie shown a relation. It shows in Josey was check her healty by men doctor which is means that he can sees all her body without excuses. It is one sexual harassment and so shameful. Joke penis is also one of vulgar joke that should not to be exist because it contemptible.

2. Powder Room’s Accident

After all ladies has given the instructions from Arlen in women’s room, they got directly tour with Arlen. He gives instructions in the field how to work there by walking around the mine. In one moment, they met Bobby Sharp. He is one of Josey’s boyfriend when senior high. Josey got memories they were together in past, and think that Bobby did not change anything.

Wagne (1992 : 30), “Sexual harassment it must be unwelcome and affect the terms and conditions of employment. As a practical matter, that conduct can include :

- Derogatory or vulgar comments about someone’s gender, physical anatomy, or characteristics.
- Sexually suggestive or vulgar language.
- Threats of physical harm.
- Sexually oriented or suggestive pictures, posters, magazine, or other materials.
- Touching someone in a sexually suggestive way, or in a way calculated to invade her personal space.
- Touching of another’s breasts, genital areas, or derriere.

In this scene, there are some sexual harassment which happened to Josey and her co-worker.

Arlen : “This down here is taconite. That’s what pays bills. We’ve taken to calling this area

the Powder Room. Catchy, don’t you think ? Especially since you girls will be the ones cleaning it.”

Bobby from the door see it and come closer to all.

Bobby : **“So, so, Arlen, which one of these girls is gonna be my bitch ?”**

Arlen : “Ladies, meet Bobby Sharp. He runs the Powder Room, where they’re short one body.”

Bobby : **“And we want a nice body. No fatties.” Give me the one on the right.**” (while whispering to Arlen). Go while eyes catching to Josey.

(Duration : 00:20:48 – 00:21:32)

After that all women there feel strange of Bobby treatment. They all thinks that he use vulgar statement. Bobby was come back to his job and others focus again listen what Arlen said.

In other moments, Josey and Sherry has job to clean the Powder Room. Josey the one who hold the top of water pump, and Sherry holds part of it. Josey see a vulgar picture which draw in the wall and clean it by ejector pump. In other side, Bobby and Earl are near with syringe area. They talk each other about Josey and Sherry and try to flirt her.

Earl : “Nice. She can put her hands on the hose.”

Bobby : “Come on, Ladies ! Gotta appreciate the talent.” It’s a pretty good likeness, I’d say.

Earl : “Hi, I’m Earl. I don’t think we’ve met yet. How about a cigaratte, then ?”

Sherry : “Go fuck yourself.”

Earl : “Oh, be nice now, darling. Come on, how about the smoke ?”

Sherry wants take cigaratte from her pocket, but suddenly Earl wants to take by himself while he touches her breast.

Earl : **“No, it’s ok. I’ll get it myself”**

Josey : “Come on, Earl”

Ricky : “All right, fun’s over.”

Earl : “Just trying to see if she’s got a full pack. She don’t. You’re okay. All right, back to work, slacker, come on.

Sherry : “Boy Scout”

Josey : “You okay ?”

Sherry : “Yeah”

(Duration : 00:28:38 – 00:29:35)

From description above, dialogue and theory are related. It shows in that century, there are so many sexual harassment which happened to women and being object of sexual harassment forms that the writer see in this scene are when Bobby said “bitch”. Bitch is lower rank nickname for women in society.

It is not polite to call women like that. Giving unpolite statement is prohibited moreover until touching sensitive area it has become a problem.

After analyze the description above, the writer gets conclusion that in this movie liberal feminism did not exist because of discrimination and sexual harassment which happened in women there. Those situation always continued until there is somebody can stop it.

2. Impacts on Equal Rights.

Josey still believes that she can get her equal rights and also other co- worker women in mine. Since she has seen many tragedy there such as discrimination and sexual harassment which are women being object.

Beasley (1999:53), "Liberal feminism follows the line of thinking in specifically asserting that women are not fundamentally different to men and yet are denied opportunities on the basis of their sex."

Every behaviour has impacts which is right or wrong. There are causes and effect. Here are the character who gets impact from equal rights, such as :

A. Sherry

Sherry is one of the workers who simply gorgeous woman who has a beautiful body. Sometimes she is often a "game" by other male workers. often times he experienced something unpleasant things from co-workers their male counterparts. When all the workers are working in mine, Sherry met with 3 male workers who always tease her and play the games. Sherry casually denied that anything said by the male workers.

Men I : "Sherry, sherry, quite contrary. Kiss my ass, it's really hairy."

Sherry : "Oh, a real funny guy. "

Men II : "What are you doing in the pit ?"

Men I : "Filling in for Glory while she's out. Just in time to use the new Porta- Jane ?"

Men II : "You don't mind, we took a big dump in that this morning."

Sherry : "Oh, how charming."

Sherry come in to the toilets and the three men her co-worker are laughing her.

Men I & II: "Sherry"

The Porta-Jane has shaken by the men.

Sherry : "**Hey, cut it out! Stop it! Cut it out !**"

Ricky : "What the hell's going on?"

Men III : "**They got Sherry in the crapper**"

Sherry : "**Stop it, guys! Cut it out, It's not funny!**"

Men III : "Somebody's gonna get hurt."

Sherry : "Knock it off!"

Ricky : "Let her out! That's enough."

Men I : "Turn this fucker over!"

(Duration : 00:59:36 - 1:00:55)

From dialogue above proves that the third of the male co-workers were doing something inhuman, when Sherry went into portable toilets suddenly they wiggle the toilet so sherry feel frightened there, but they only laugh at her. The others co-worker saw that accident and tried to stop them immediately. However, they still continues to wiggle the toilet until they fall it to the ground which causes Sherry soaked with feces. Sherry feels this treatment is on of insult for her and she only weep.

B. Josey

Sherry accident has become one of reasons that there is must be equal positions for women and men. Sherry has become an object of men "games" in mine. Josey would like to complaint to her boss directly, Mr. Pearson. She has proof that all women is being treated in unusual and always getting discriminations. So she decide to complaint and go to centre of company office.

Ms. Pearson : "Send her in, Please."

"Ms. Aimes, sorry to keep you waiting so long. Please sit."

Josey : "Gentlemen"

Ms. Pearson : "I asked some of my colleagues to sit in, if you don't mind."

Josey : "No"

Ms. Pearson : "I believe you know Mr. Pavich?"

Josey : "Yes, I do. Mr. Pavich was the one who told me I had to take a day off work to come and see you."

Arlen : "I didn't want to waste your time, sir."

Mr. Pearson : "Well, I appreciate that. But it's not a waste at all. Ms. Aimes has a problem, and we're gonna solve it."

Josey : "Thank you, Mr. Pearson. That's... That's really great. I didn't want to forget anything, so I wrote a couple of things down on a piece of paper here."

Mr. Pearson : "Excuse me, Josey.. Do you mind if I call you Josey ?"

Josey : "No"

Mr. Pearson : "I'd like to make this easier for you if you don't mind. I already know what you're going to tell me. I've been well-briefed. "

Josey : “That’s great. I just thought that a few of these..”
Mr. Pearson : “Please, I think you’ll be pleasantly suprised.”
Josey : “Okay”
Mr. Pearson : “**Well, the current union contract requires that an employee provide us with two week’s notice before leaving his position. However, given how obviously emotional this has been for you we’re willing to do something special in this case. We’ve decided to waive the two-week requirement and allow you to tender your resignation effective immediately.**”
Josey : “No. I’m sorry. I’m not resigning.”
Mr. Pearson : “Mr. Pavich will take care of the details.”
Arlen : “Be happy to.”
Josey : “No. I’m not quitting. I need this job.”
Mr. Pearson : “**Well, then I suggest you spend less time stirring up your female co-workers and less time in the beds of your married male co-workers and more time trying to find ways to improve your job performance. Does anyone else have anything to add ?**”
Arlen : “That says it.”
Mr. Pearson : “Josey, thank you again for making the drive down here. Now, if you don’t mind we have other business.”
(Duration : 1:02:00 – 1:04:35)

The conversation above is the conversation in meeting room between Josey and all high group member include Mr. Pearson as Director. This situation is one of impacts of discrimination and sexual harassment that happens to all women co-worker. When Josey comes to the rooms with smile, because she can report what she and other women co-worker got bad treatment and discriminations there. But when she want to tell the accident, her boss have make strategies that she will be reputed to resign by herself and also threatening quit of job immediately. Josey feels more uncomfortable there, and being threat by all man there. There are Mr. Pearson, Arlen, and two his colleagues. She do not have rights to express her complaint to the company in fact her opinion they did not want to hear. In women’s room, there is tragedy happened. After she met with Mr. Pearson to complaint what happen in mine, she is being a target now. All her co-

worker dislike her because of her behaviour. Josey is a bravely women who fights for equal rights in workplace but not all people can accepted it.

Josey : “God, what’s that smell ?”
Peg : “Toilets overflowed again.”
Arlen : “I suggest you ladies get some sponges and buckets and get that room cleaned before somebody gets sick.”
Josey : “What’s going on ?”
Peg : “Go in. Look for yourself”
Josey and Big Betty go in room and see many written in the wall “Rats & Cunts” also bad smell too.
Josey : “Oh, my God. They can’t do this to us”
Peg : “**Sure, they can. They gonna keep on doing it worse, as long as you keep opening your mouth.**”
Josey : “Sherry, what they did to you..”
Sherry : “You didn’t help any. That’s for sure.”
Big Betty: “**Don’t look at me. This is our lives you’re screwing with.**”
Peg : “Your mess, start cleaning.”
(Duration : 1:09:45 – 1:10:44)

Josey feels there is nobody can help her. Actually, she did it for her women co-worker but they did not realized it and afraid to loose the job. After that in workplace, she met Bobby call her to Powder Room. Suddenly, he lay a hand on her and try to threaten to her.

Bobby : “You’re one crazy bitch, you know that?”
Josey : “You said you had a job for me.”
Bobby : “**Yeah, You like that, don’t you ? You like that. To grab your pussy like that, don’t you ? Forgot you liket it a little rough. You’re gonna learn the goddamn rules if I have to beat them into you myself. Damn you, Josey.**”
(Duration : 1:11:29 – 1:12:12)

Those descriptive above proves that there are many intimidations which happens to Josey. Knowing that she unappreciated anymore in workplace, she decided to sue the mine and try to finish the case in court. Then she asked a help of Glory’s friend, Bill White. She needs all women co-worker to support her but no one can support her. After analyze the descriptive above, the writer gets conclusion that being liberal feminist is not easy enough because there are many effect or impact that must faced Josey as main character. Liberal feminism want that everything has equal and although women and man have the equal rights too. Impacts for main character in movie was so hard to describe because

she must strong inside before she faced it more than this.

3. Obstacles Faced for Fights Equal Rights.

Josey try to sue the mine, and hope that the company will appreciated their employee then giving especiality in some rules. When she continue it in court, she needs everyone to stand up for her who has the same experience like her. They all thinks that she is crazy. At first, she try to discussed with Glory, but she think that she is crazy and did not be grateful can be alive like that, but in Josey's mind it must take an action because if she allow this problem away, it will be never end. After that, Josey struggle to invite Sherry but she do not want because she do not want to come back again to mine. She is one of victims who got discrimination and sexual harassment like Josey but she refused it. She is never give up and keep try in sue mine with strong conviction in her heart.

In one moment on Affiliated Steel Workers Local 820 Proud Confession, she try to invite all women and her co-worker to stand for her in those chance. But only intimidations she get in the rooms, and everybody in that rooms hate her.

Men : "Get your ass home! I asked if any brothers would like to speak."
Josey : "**Bylaws say no meeting can adjourn if a member wants to speak his or her mind.**"
Men : "I got your gavel right here, bitch!"
Josey : "I am s.. I am still a member of this union."

(Duration : 1:31:50 – 1:32:25)

She keep her step into the stage although everybody did not want to see her. But once again she try to convince all member that she is right and only want get equal rights not discrimination or sexual harassment. In men side, they are only laughing when Josey expressed her opinion and in women side only keep silent and giving stare at her in pity. Her father, Hanks, is trying to support her and give his statement in order to Josey can speak up. She is so nervous and afraid if there are some protests but she must do it.

Men : "Can't hear you. I can't hear you."
Josey : "My father never wanted me to work here."
Men : "That's right. Sit on this and talk."
Josey : "**Pretty much stopped talking to me because of it. I know some of you here think I wanna shut down the mine.**"
Men : "**Don't worry, sweetheart, we won't let it happen!**"

Josey : "I don't wanna shut down the mine. I just wanna go to work like everyone else. Get paid end of the week, feed my kids, and hell maybe now and then have enough for a beer at Tee-Gees Saturday Night. And not a woman in that back row don't know what I'm talking about. You all know what's been done."

Moderator : "Time's up!"

Josey : "We need these jobs. And it's not gonna stop until we say stop!"

(Duration : 1:33:15 – 1:34:08)

Josey feels frustated when in the court no one stand for her and she got other obstacles again, its about explanation of her last memories that she has been raped by her teacher and Bobby has false confession. It so shameful for her and also her family.

Conlin : "Who is Sammy's father ?"

Josey : "I don't know who Sammy's father is."

Conlin : "Is that because you've had so many sexual partners ?"

White : "Objection. Plaintiff's sexual history is irrelevant. Your Honor."

Judge : "Overruled. Ms. Conlin who is the gentlemen entering the courtroom ?"

Josey's teacher come in to the court.

Conlin : "Mr. Paul Lattavansky, Your honor, Ms. Aimes's high school teacher. We've subpoenaed him as an impeachment witness."

White : "I have so many objections, I don't know where to start."

Judge : "Witness will answer."

Conlin : "Again, Ms. Aimes who is Sammy's father ?"

Josey : "**My son has got nothing to do with any of this.**"

Conlin : "Is it true that you and your teacher Mr. Lattavansky had a sexual relationship at one time ?"

Josey : "A "relationship" ? What the hell you been telling them, Bobby ?"

Conlin : "Ms. Aimes, did not, at the age of 16, engage in a sexual relationship with your high school teacher ?"

Josey reminds that some long memories ago about she was raped by her teacher.

Conlin : "Are there any other witness to this alleged rape ? anybody besides Mr. Sharp that can corroborate your testimony ?"

Josey : "No."

(Duration : 1: 38:49 - 1:43:09)

From story above Josey got frustated because her raped case involved her sue. Since Bobby testimony about it and finally it became discussed. She tries to answer the questions from Conlin as she

could do. For the first she pretend that she do not know who Sammy's father, but when Conlin bring her senior high teacher, Mr. Paul Lattavansky she is very shock because she met him in court after long time never see him again. She is very hate him but she did not hate Sammy, her child.

CONCLUSION

North Country movie has some factor of liberal feminism, such as discrimination and sexual harassment aspects especially about sex. The writer is more focus on the main character, Josey Aimes, because she was a bravely women then try to sue the mine in order to get equal rights for women co-worker there.

As the result of analyzis of North Country movie, the writer get some reason of her fight equal rights and also gets some theories which are can compare with the movie. Many factors that causes the main character fight for equal rights are found through the reasearch. Those reason for discrimination aspects that happen to the main character are women should not work in mine because it is not casual with her gender, different treatment between men and women, then women's opinion ignored. In sexual harassment aspects are vulgar behaviour and statement from men workers, then there are tragedy for ladies at powder room accident. Those reason make the main character bravely to fight for equal rights.

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PROFIL PENULIS

Dwi Puji Hastuti, S.S lahir di Jakarta. Bergabung dengan Akademi Bahasa Asing sejak 2015. Telah mendapatkan gelar Sarjana Sastra di Sekolah Tinggi Ilmu Bahasa Asing dengan program studi sastra

inggris dan saat ini sedang melanjutkan studi S2 di Universitas Indraprasta PGRI Jakarta. Beberapa artikel yang telah diterbitkan juga diseminarkan diantaranya: *Pengaruh Lingkungan Kerja Dan Disiplin Kerja Terhadap Kinerja Karyawan PT. Intisel Prodaktifakom Jakarta, Sistem Informasi Penjualan Berbasis Web Pada Restoran Caki Cake Karawang.*

Deni Gunawan, S.Kom lahir di Karawang. Bergabung dengan Akademi Manajemen Informatika sejak 2016. Telah mendapatkan gelar Sarjana Komputer di Sekolah Tinggi Ilmu Komputer dengan program studi sistem informasi dan saat ini sedang melanjutkan studi S2 di STIMIK Nusa Mandiri Jakarta. Beberapa artikel yang telah diterbitkan juga diseminarkan diantaranya: *Pengaruh Lingkungan Kerja Dan Disiplin Kerja Terhadap Kinerja Karyawan PT. Intisel Prodaktifakom Jakarta, Sistem Informasi Penjualan Berbasis Web Pada Restoran Caki Cake Karawang.*

Ria Andriani, S.M lahir di Padang. Bergabung dengan Akademi Sekertari dan Manajemen sejak 2015. Telah mendapatkan gelar Sarjana Manajemen di Institut Bisnis dan Informatika Kosgoro dengan program studi manajemen dan saat ini sedang melanjutkan studi S2 di Universitas Budi Luhur Jakarta. Beberapa artikel yang telah diterbitkan juga diseminarkan diantaranya: *Pengaruh Lingkungan Kerja Dan Disiplin Kerja Terhadap Kinerja Karyawan PT. Intisel Prodaktifakom Jakarta, Sistem Informasi Penjualan Berbasis Web Pada Restoran Caki Cake Karawang.*

Persepsi Mahasiswa Dalam Pembelajaran *Online*

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Abstract - *Internet connection has become inseparable part in modern life because it can help people do their activities easier in many areas of work, including in education. Thus, many education practitioners and institutions create online learning to support their learning-teaching process. Online learning is also considered more practical to hold learning teaching activities because it does not need a classroom to run the activities. So, lecture and students can create a class from different place. However, online learning faces some problems in its application; student's interaction and learning environment. Therefore, this study is intended to explore those problems based on students' perception. Survey research with Likert scale technique was used to get the data by giving 100 students questioners. But, only 54 students returned the questioners. Based on the questioners that have been analyzed, researchers found that students face some problems to interact, not only with other students but also with lecturer. It is shown by high percentage of students' disagreement to statements that declare students' interaction in online class already support them in learning process. Likewise learning environment, students feel that learning environment in online learning less support them in learning teaching process. Thus, to help students develop their interaction and learning environment, lecturers can facilitate them by creating a group in social media to interact and boost learning environment atmosphere among class members.*

Keywords: *Online learning, Student's interaction, Learning environment*

PENDAHULUAN

Di era globalisasi seperti sekarang ini dimana mobalitas dan aktivitas manusia sangat tinggi, koneksi internet menjadi hal yang sangat dibutuhkan dan sulit dipisahkan dalam kehidupan manusia untuk membantu berbagai macam kegiatan mulai dari kegiatan ekonomi, budaya, pertahanan dan lain sebagainya, (Fallows, 2004). Sebagai contoh, beberapa tahun lalu, seseorang yang ingin membeli sesuatu harus pergi ke toko atau supermarket untuk mendapatkan barang yang diinginkan, tetapi sekarang ia tidak perlu lagi melakukan hal tersebut. Dia cukup mengandalkan koneksi internet untuk mencari barang yang diinginkan dan untuk mengantarkan barang itu sampai ke tangannya cukup dengan memesan angkutan yang bisa dipesan melalui aplikasi berbasis koneksi internet. Mengingat banyak manfaat dari internet bagi kehidupan manusia, muncul pemikiran dari berbagai ahli pendidikan untuk memanfaatkan koneksi internet dalam kegiatan belajar mengajar. Dengan mengintegrasikan koneksi internet, diharapkan kegiatan pembelajaran akan memberi kemudahan dalam proses belajar mengajar yang pada akhirnya dapat memberi hasil belajar yang lebih baik. Sistem

pembelajaran dengan mengintegrasikan koneksi internet dengan proses belajar mengajar dikenal dengan sistem *Online learning* atau sistem belajar virtual, (Bentley, Selassie, & Shegunshi, 2012). *Online learning* sampai saat ini masih dianggap sebagai terobosan atau paradigma baru dalam kegiatan belajar mengajar dimana dalam proses kegiatan belajar mengajar karena antara mahasiswa dan dosen tidak perlu hadir ruang kelas. Mereka hanya mengandalkan koneksi internet untuk melakukan proses kegiatan belajar dan proses tersebut dapat dilakukan dari tempat yang berjauhan. Karena kemudahan dan kepraktisan sistem perkuliahan virtual atau *online learning*, tidak heran bila banyak institusi yang menggunakan perkuliahan online. Dengan demikian pembelajaran online dapat dilakukan dari manapun mahasiswa dan dosen berada. Namun pertanyaannya adalah apakah aktifitas dan psikologi belajar dalam pembelajaran *online* memiliki nuansa yang sama atau sekurangnya mendekati dengan aktivitas dan psikologi belajar dalam pembelajaran tatap muka. Ada beberapa masalah yang dihadapi dalam pembelajaran online; materi ajar, interaksi belajar, dan lingkungan belajar. (Fortune, Spielman, & Pangelinan, 2011) dan (Roberts & McInnerney, 2007). Materi ajar yang

digunakan dalam pembelajaran online apakah sudah sesuai dengan kebutuhan mahasiswa?, apakah instruksi-instruksi dalam materi ajar yang digunakan dalam pembelajaran online mudah dimengerti oleh mahasiswa?, dan lain sebagainya. Interaksi belajar juga memegang peranan penting dalam proses belajar-mengajar. ((Su, Bonk, Magjuka, Liu, & Lee, 2005)) menjelaskan bahwa memiliki peranan penting dalam proses pembelajar untuk membangun hubungan baik sesama mahasiswa maupun antara mahasiswa dan dosen. Berdasarkan penjelasan tersebut diketahui bahwa interaksi belajar sangat penting dibangun dalam proses pembelajaran. Tetapi pertanyaannya adalah apakah interaksi belajar sudah terbangun dalam pembelajaran online untuk mendukung dalam kegiatan pembelajaran? Sebagai contoh dalam perkuliahan tatap muka bila seorang mahasiswa tidak memahami sesuatu dalam pembelajaran, ia dapat langsung menanyakan hal tersebut kepada mahasiswa lain maupun dengan dosen dan ia akan langsung mendapatkan penjelasan dari mereka. Setelah itu mahasiswa dan dosen yang menjelaskan dapat menanyakan langsung “apakah sudah paham?” bila belum, maka dosen atau mahasiswa yang menjelaskan dapat menanyakan lagi “bagian mana yang tidak paham?”, proses interaksi belajar harus tetap terjaga dalam membantu mahasiswa dalam proses belajar. Yang terakhir adalah lingkungan belajar. Hal ini juga penting dalam membantu mahasiswa dalam proses belajar. lingkungan belajar memiliki peranan besar dalam membantu mahasiswa dalam proses belajar karena dapat memberi semangat. (Ado, 2015).

Berdasarkan kajian di atas mengenai permasalahan yang mungkin muncul dalam pembelajaran online yaitu mengenai interaksi mahasiswa, dan lingkungan belajar, maka peneliti tertarik untuk mengeksplorasi hal-hal tersebut di dalam mata kuliah TOEFL 2 yang dilakukan secara online. Sedangkan permasalahan materi ajar telah dikaji pada penelitian sebelumnya. Dalam penelitian ini, peneliti memiliki dua pertanyaan penelitian: (1) Apa persepsi mahasiswa terhadap interaksi belajar antara mahasiswa dengan mahasiswa dan mahasiswa dengan dosen? dan (2) apa persepsi mahasiswa tentang lingkungan belajar dalam pembelajaran online?

Pembelajaran online dan Permasalahannya

Pembelajaran online atau pembelajaran virtual dianggap sebagai paradigma baru dalam proses pembelajaran karena dapat dilakukan cara yang sangat mudah tanpa harus bertatap muka di suatu ruang kelas dan hanya mengandalkan sebuah aplikasi berbasis koneksi internet maka proses pembelajaran dapat berlangsung. Pembelajaran online adalah sebuah jenis proses pembelajaran yang mengandalkan koneksi internet untuk mengadakan proses pembelajaran. (Kučírková, 2012) dan

(Moore, Dickson-Deane, & Galyen, 2011). Berdasarkan penjelasan tersebut dapat disimpulkan bahwa dosen dan mahasiswa dapat melakukan pembelajaran hanya dengan mengadalkan koneksi internet dan mereka tidak perlu ruang kelas untuk melakukan proses pembelajaran. Namun dalam kenyataannya, Pembelajaran online bukan suatu jenis pembelajaran yang tanpa permasalahan dalam prosesnya. Ada beberapa permasalahan yang biasa muncul dalam pembelajaran online, seperti yang dikatakan oleh bahwa ada tiga hal permasalahan yang biasa muncul dalam pembelajaran online; penggunaan materi ajar, interaksi mahasiswa, dan suasana belajar. (Fortune et al., 2011) dan (Roberts & McInnerney, 2007). Materi ajar memiliki peranan yang sangat penting dalam proses pembelajaran sebagai sumber kajian dalam belajar. Interaksi mahasiswa salah satu faktor untuk membantu mahasiswa dalam menggapai hasil belajar yang lebih optimal. Tidak kalah penting dari materi ajar dan interaksi mahasiswa, lingkungan belajar juga memiliki peranan penting bagi mahasiswa menggapai hasil belajar yang lebih baik.

Interaksi Mahasiswa

Interaksi mahasiswa sangat penting dalam proses pembelajaran baik antara mahasiswa dengan mahasiswa maupun antara mahasiswa dengan dosen untuk membangkitkan semangat belajar, sehingga yang pada akhirnya mahasiswa dapat menggapai hasil yang lebih maksimal. Interaksi mahasiswa dengan mahasiswa dan mahasiswa dengan dosen harus selalu dibangun untuk meningkatkan komunikasi dan diskusi tentang setiap kegiatan dalam proses belajar mengajar (Lin & Lin, 2015). Sebagai contoh bila seorang siswa tidak memahami sebuah pertanyaan atau konsep, ia dapat bertanya kepada mahasiswa untuk menjelaskan permasalahan tersebut hingga ia mengerti dan sebaliknya bila mahasiswa yang menjelaskan tersebut ada permasalahan maka ia dapat bertanya kepada mahasiswa lain. Bila mahasiswa-mahasiswa tersebut tidak mengatasi permasalahan tersebut maka mereka dapat bertanya kepada dosen. Interaksi tersebut harus tetap terjaga karena dapat membantu mereka mencapai hasil belajar yang lebih baik.

Lingkungan Belajar

Lingkungan belajar berperan sangat penting dalam proses pembelajaran untuk menciptakan suasana nyaman dan motivasi mahasiswa dalam belajar sehingga mahasiswa dapat menggapai hasil belajar yang lebih baik. Lingkungan belajar menjadi salah satu bagian penting dalam membantu mahasiswa memiliki semangat belajar yang lebih baik, oleh karena itu lingkungan belajar harus mampu menciptakan ketenangan serta dapat memotivasi belajar lebih baik (Radovan & Makovec, 2015).

Sebagai contoh biasanya seseorang didalam kelas akan memiliki semangat yang lebih baik bila ia memiliki teman-teman yang memiliki giat dalam belajar.

METODOLOGI PENELITIAN

Metode Likert scale survey digunakan dalam penelitian ini, yaitu dengan menyebar angket kepada 100 mahasiswa dalam perkuliahan TOEFL yang berbasis online. Namun, dari 100 mahasiswa yang diberikan angket hanya 54 mahasiswa yang mengembalikan angket tersebut. Metode tersebut digunakan karena cocok digunakan untuk mengeksplorasi persepsi mahasiswa. Metode likert scale survey adalah metode penelitian kuantitatif untuk mendapatkan data dari sekelompok manusia dengan pendekatan setuju/tidak setuju, puas/tidak puas, dan sebagainya tentang sikap, opini, tingkah laku, atau karakteristik dari manusia tersebut. dalam jenis penelitian ini peneliti mengumpulkan data secara kuantitatif, data tersebut berupa; questionnaire, interview, dan data yang didapat dianalisis secara statistik untuk menunjukkan trend dari respon yang diberikan oleh populasi sasaran tentang fenomena yang dibahas. (Creswell, 2012) dan (Boone & Boone, 2012). Data yang didapat dari angket tersebut disajikan dalam bentuk tabel dan diagram untuk mengetahui kecenderungan persepsi mahasiswa terhadap interaksi mahasiswa dan lingkungan belajar dalam perkuliahan online.

HASIL DAN PEMBAHASAN

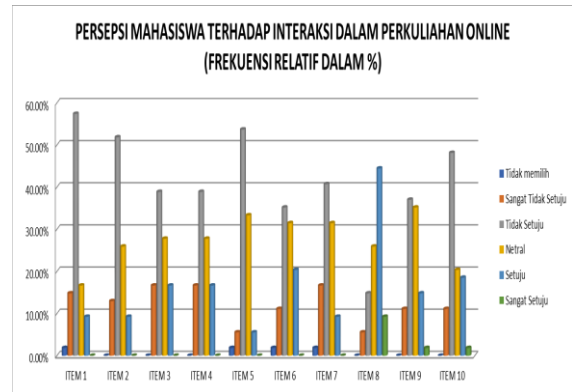
Dari angket yang telah dianalisis, didapatkan hasil seperti berikut:

1. Hasil angket persepsi mahasiswa terhadap interaksi mahasiswa dalam pembelajaran online tersaji dalam tabel dan diagram dibawah ini.

Tabel.1: Analisis persepsi mahasiswa terhadap interaksi mahasiswa

NO	SKOR	KRITERIA	FREKUENSI ABSOLUT (JUMLAH)									
			ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7	ITEM 8	ITEM 9	ITEM 10
1	0	Tidak memilih	1	0	0	0	1	1	1	0	0	0
2	1	Sangat Tidak Setuju	8	7	9	9	3	6	9	3	6	6
3	2	Tidak Setuju	31	28	21	21	29	19	22	8	20	26
4	3	Netral	9	14	15	15	18	17	17	14	19	11
5	4	Setuju	5	5	9	9	3	11	5	24	8	10
6	5	Sangat Setuju	0	0	0	0	0	0	0	5	1	1
JUMLAH			54	54	54	54	54	54	54	54	54	54

Hasil dalam bentuk tabel di atas selanjutnya dianalisis untuk mengetahui persentase persepsi mahasiswa terhadap setiap butir pertanyaan, yang tercermin dalam diagram di bawah ini.



Berdasarkan diagram di atas tergambar bahwa mahasiswa menunjukkan persepsi tidak setuju bila dikatakan bahwa interaksi mahasiswa di dalam pembelajaran online sudah mendukung mereka dalam belajar. Hal ini dibuktikan dengan alasan-alasan yang mereka berikan saat merespon angket bahwa mereka memiliki kendala dalam berkomunikasi baik sesama mahasiswa maupun dengan dosen. Berikut respon mahasiswa terhadap tiap butir pertanyaan.

1. Perkuliahan online lebih memberi kemudahan bagi saya berinteraksi dengan dosen. Dari pertanyaan tersebut, 57,41% mahasiswa menyatakan tidak setuju. Hal ini memberi peringatan dini bagi kita semua karena interaksi antara mahasiswa dengan dosen sangat penting untuk membangun komunikasi dalam proses belajar mengajar. Hal ini terjadi karena dalam perkuliahan mahasiswa dan dosen sangat jarang bertatap muka. Hal itu terbukti dari alasan mahasiswa dalam menjawab pertanyaan tersebut.
2. Interaksi dengan dosen lebih mudah akrab dengan perkuliahan online. Pertanyaan berikut direspon dengan 51,85% oleh mahasiswa yang berarti bahwa dalam perkuliahan mahasiswa lebih sulit akrab dengan dosen. Hal ini karena jaranganya tatap muka antara mahasiswa dengan dosen.
3. Mengutarakan permasalahan yang dihadapi dalam perkuliahan kepada dosen lebih nyaman melalui online seperti email daripada tatap muka. Pertanyaan tersebut direspon dengan 38,89% oleh mahasiswa dalam angket. Angka tersebut mengindikasikan bahwa mahasiswa menghadapi permasalahan dalam mengutarakan permasalahan dalam perkuliahan kepada dosen mereka. Hal dapat berakibat buruk. Karena seharusnya bila mahasiswa mengalami masalah dalam perkuliahan, maka mereka sebisa mungkin berkonsultasi kepada dosen mereka agar permasalahan tersebut dapat dicari solusinya.
4. Miskomunikasi antara dosen dan mahasiswa lebih sering terjadi dalam perkuliahan online. 38,89% dari total mahasiswa merespon bahwa miskomunikasi antara dosen dengan mahasiswa

sering terjadi. Hal ini dikarenakan mahasiswa dan dosen hanya melakukan interaksi melalui bahasa tulisan seperti WA. Seperti yang kita ketahui bahwa dalam berkomunikasi dengan bahasa tulis, seseorang sering mehadapi miskomunikasi.

5. Berkolaborasi dengan dosen seperti penelitian bersama, kepanitian bersama dan sebagainya lebih sering terjadi dalam perkuliahan online. Dalam perkuliahan online, mahasiswa juga mengalami permasalahan untuk melakukan kolaborasi dengan dosen dengan 53,70% dari total mahasiswa menyatakan tidak setuju. Seperti yang kita ketahui bahwa baiknya dosen sering melakukan kerjasama dalam melakukan kegiatan; penelitian, abdimas, dan lain sebagainya.
6. Perkuliahan online lebih memberi kemudahan bagi saya berinteraksi dengan sesama mahasiswa. Selain permasalahan interaksi dengan dosen, ternyata perkuliahan online memberi kesulitan bagi mahasiswa berinterasksi dengan sesama mahasiswa lainnya. Hal tersebut dibuktikan dengan angka 35,19% dari total keseluruhan mahasiswa. Hal tersebut harus dicari solusinya, karena bila mahasiswa menghadapi masalah interaksi sesama mahasiswa, dapat mempengaruhi proses belajar. Sehingga pada akhirnya, dapat mempengaruhi hasil belajar para mahasiswa tersebut.
7. Interaksi dengan sesama mahasiswa lebih mudah akrab dengan perkuliahan online. Pertanyaan tersebut direspon tidak setuju oleh mahasiswa sebanyak 40,74%. hal ini menandai bahwa interaksi sesama mahasiswa memiliki kendala dalam perkuliahan online.
8. Miskomunikasi sesama mahasiswa lebih sering terjadi dalam perkuliahan online, seperti membuat makalah. Untuk pertanyaan ini, sebagian besar mahasiswa merespon setuju dengan total 44,44% dari seluruh seluruh mahasiswa. Hal ini menunjukkan bahwa dalam perkuliahan online sering terjadi miskomunikasi sesama mahasiswa.
9. Berkolaborasi dengan sesama mahasiswa seperti membuat penelitian bersama, lebih sering terjadi dalam perkuliahan online. Pertanyaan ini direspon tidak setuju oleh mahasiswa dengan mencapai 37,04%. Mereka mengalami kesulitan dalam berkolaborasi dengan mahasiswa lain, seperti membuat makalah bersama, penelitian bersama, dan sebagainya.
10. Menyelesaikan permasalahan sesama mahasiswa lebih mudah dalam pembelajaran online, seperti makalah kelompok yang belum lengkap. Untuk pertanyaan ini, mahasiswa merespon tidak setuju dengan mencapai 48,15%. Hal ini menunjukkan

bahwa penyelesaian masalah yang terjadi dalam perkuliahan online lebih sulit dilakukan.

Dari penjabaran di atas, dapat disimpulkan bahwa dalam perkuliahan online mahasiswa mendapatkan kesulitan dalam berinteraksi baik sesama mahasiswa maupun kepada dosen. Hal tersebut dibuktikan dengan tingkat persentase tinggi yang menunjukkan ketidaksetujuan terhadap pernyataan yang mengatakan interaksi mahasiswa dalam perkuliahan online telah berjalan dengan baik.

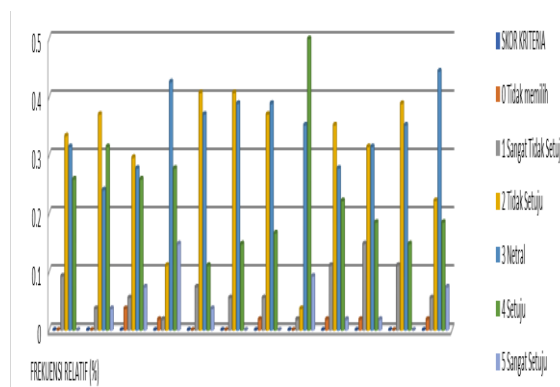
2. Hasil angket persepsi mahasiswa terhadap lingkungan belajar dalam perkuliahan online tersaji dalam tabel dan diagram di berikut ini.

Tabel.2: Analisis persepsi mahasiswa terhadap lingkungan belajar dalam kelas *online*

NO	SKOR	KATEGORI	FREKUENSI RELATIF (%)											
			ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7	ITEM 8	ITEM 9	ITEM 10	ITEM 11	ITEM 12
1	0	Tidak meniih	0,00%	0,00%	3,70%	0,00%	0,00%	0,00%	0,00%	1,85%	0,00%	1,85%	0,00%	1,85%
2	1	Sangat Tidak Setuju	9,26%	3,70%	5,56%	1,85%	7,41%	5,56%	5,56%	1,85%	11,11%	14,81%	11,11%	5,56%
3	2	Tidak Setuju	33,33%	37,04%	29,63%	11,11%	40,74%	40,74%	37,04%	3,70%	35,19%	34,48%	38,89%	22,22%
4	3	Netral	31,46%	24,07%	27,26%	42,59%	37,04%	38,26%	38,26%	35,19%	27,78%	34,48%	35,19%	44,44%
5	4	Setuju	25,95%	31,46%	25,95%	27,26%	11,11%	14,81%	16,67%	50,00%	22,22%	19,52%	14,81%	19,52%
6	5	Sangat Setuju	0,00%	3,70%	7,41%	14,81%	3,70%	0,00%	0,00%	9,26%	1,85%	1,85%	0,00%	7,41%
JUMAH			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Data di atas dianalisis untuk mengetahui rerata pesepsi mahasiswa terhadap setiap butir pertanyaan, seperti ditunjukkan pada diagram di bawah ini.

Diagram diatas menunjukan respon kurang positif mahasiswa terhadap lingkungan belajar yang terdapat pada kelas perkuliahan online. Hal ini terlihat dari tingginya persentase ketidakpuasan mahasiswa terhadap lingkungan belajar yang mereka alami di kelas online seperti berikut ini.



1. Lingkungan belajar perkuliahan online membantu saya memahami materi pembelejaran lebih mudah. Pertanyaan tersebut mendapat respon tidak setuju dengan angka 33,33%. hal ini dikarenakan mahasiswa merasa lingkungan belajar di perkuliahan online kurang mendukung

- suasana belajar. Misalnya dalam perkuliahan tatap muka, bila mahasiswa mengalami kesulitan memahami materi, maka mahasiswa tersebut dapat bertanya secara langsung kepada dosen atau mahasiswa lainnya. Dan bila mahasiswa tersebut masih belum memahami, maka ia dapat terus bertanya hingga ia paham. Namun hal ini sulit terjadi di perkuliahan online.
2. Lingkungan belajar pada perkuliahan online membangkitkan saya untuk belajar lebih giat untuk memahami materi. Pertanyaan ini mendapat respon tidak setuju sebanyak 37,04%. Hal ini mengindikasikan bahwa mahasiswa mengalami kekurangan semangat dalam memahami materi dalam perkuliahan online.
 3. Lingkungan belajar pada perkuliahan online yang mendorong saya mengambil perkuliahan online. Pertanyaan ini mendapat respon tidak setuju sebanyak 29,63%. Menurut penjelasan mahasiswa, mereka memilih perkuliahan online karena mereka tidak memiliki waktu untuk datang ke kampus seperti bekerja.
 4. Saya merasa nyaman untuk menjawab pertanyaan-pertanyaan yang diberikan dalam perkuliahan online. Pertanyaan ini mendapat respon netral sebanyak 42,59%. respon netral mengindikasikan bahwa mahasiswa tidak dapat memutuskan secara pasti. Karena menurut mereka hal tersebut tergantung pertanyaan tentang apa dan matakuliah apa yang mereka ambildalam perkuliahan online.
 5. Saya lebih senang lingkungan belajar pada perkuliahan online daripada tatap muka. Pada pertanyaan butir 5, sebagian besar mahasiswa merespon tidak setuju yang mencapai 40,74%. menurut mereka lingkungan belajar pada perkuliahan tatap muka lebih menyenangkan dan lebih membantu dalam proses belajar.
 6. Saya mengambil perkuliahan online karena memang saya suka dengan lingkungan belajar nya, bukan karena saya tidak punya waktu seperti bekerja. Pertanyaan ini direspon oleh mahasiswa dengan tidak setuju sebanyak 40,74%. Dari angka tersebut diketahui bahwa mahasiswa mengambil perkuliahan online karena faktor lain selain keinginan untuk belajar, seperti bekerja.
 7. Lingkungan belajar pada perkuliahan online berkontribusi besar pada kepuasan saya dalam belajar. Pertanyaan ini direspon netral oleh sebagian besar mahasiswa dengan total 38,89%. Sementara diurutkan kedua mahasiswa merespon tidak setuju dengan angka 37,04%. alasan mereka menjawab netral adalah mereka dapat mengikuti perkuliahan tanpa merugikan tugas mereka yang lain seperti bekerja. Alasan bekerja menjadi alasan paling sering dilontarkan mahasiswa dalam mengambil perkuliahan online.
 8. Saya lebih suka merespon pertanyaan secara langsung daripada melalui online seperti email. Pertanyaan ini paling banyak direspon dengan setuju dengan mencapai 50% dari total keseluruhan mahasiswa. Meneurut mereka dengan menjawab langsung suatu pertanyaan, mereka akan mendapat tanggapan langsung baik dari dosen maupun dari mahasiswa lainnya. Berbeda dengan dengan menjawab secara online, tanggapan yang diberikan memerlukan waktu.
 9. Lingkungan belajar pada perkuliahan online membuat saya lebih mudah menemukan kebutuhan belajar saya. 35,19% dari total mahasiswa merespon tidak setuju. Hal ini dikarenakan mereka mengalami kesulitan mencari solusi bila mereka menghadapi masalah dalam belajar. Misalnya mereka kesulitan memahami materi yang sedang dibahas. Dalam perkuliahan tatap muka, mereka dapat bertanya langsung kepada mahasiswa maupun kepada dosen . Bila penjelasan dari dosen maupun rekan mahasiswa kurang jelas, maka mahasiswa yang mengalami dapat bertanya lagi dan lagi hingga mengerti. Namun, hal ini sulit terjadi di perkuliahan tatap muka.
 10. Saya menyarankan lebih banyak lagi perkuliahan diadakan dalam bentuk online karena lingkungan belajarnya menyenangkan. Pertanyaan tersebut direspon dengan tidak setuju dan netral oleh mahasiswa masing-masing sebanyak 31,48%. Mereka menjelaskan bahwa ada beberapa jenis matakuliah yang dapat dilakukan dalam perkuliahan online dan sulit dilakukan dalam perkuliahan online. Matakuliah yang dapat lakukan dengan online adalah matakuliah yang tidak memerlukan penjelasan lebih rinci/menggunakan rumus, misalnya Agama, Pancasila, dan sebagainya. Sedangkan matakuliah yang sulit dilakukan dalam perkuliahan online adalah matakuliah yang perlu penjelasan lebih rinci/ menggunakan rumus-rumus, misalnya statistik, matematika, dan sebagainya. Dari penjelasan ini dapat dipahami ada beberapa matakuliah yang seharusnya dilakukan dengan tatap muka dan beberapa matakuliah yang dapat dilakukan dalam perkuliahan online.
 11. Lingkungan belajar pada perkuliahan online lebih memudahkan saya mengatasi masalah belajar yang saya hadapi. Pertanyaan ini direspon dengan tidak setuju dengan total mahasiswa 38,89%. Seperti yang dijabarkan di atas bahwa dalam perkuliahan online mengalami mencari solusi bila mendapat masalah dalam pelajaran. Sebagai contoh bila di dalam kelas tatap muka bila mahasiswa mengalami kesulitan memahami

materi, maka mahasiswa tersebut dapat bertanya langsung baik kepada dosen, maupun kepada mahasiswa lainnya. Setelah dosen atau mahasiswa yang ditanya memberi penjelasan, maka mereka dapat bertanya langsung kepada penanya “Apakah sudah paham?”. Bila penanya masih belum memahami maka ia akan ditanya bagian mana yang belum paham. Dosen atau mahasiswa akan melakukan banyak cara untuk membantu mahasiswa yang mengalami kesulitan tersebut untuk memahami, misalnya dengan memberikan ilustrasi, gerak tubuh, penjelasan yang berulang-ulang, dan sebagainya. Namun hal tersebut sulit ditemukan dalam perkuliahan online. Dimana dosen atau mahasiswa yang memberi penjelasan terkendala media untuk menyampaikan penjelasan.

12. Tidak ada bedanya bagi saya lingkungan belajar pada perkuliahan online dan tatap muka. Karena keduanya sama-sama menyenangkan. Sebanyak 44,44% mahasiswa merespon netral atau para mahasiswa tersebut tidak dapat menentukan sikap untuk setuju atau tidak setuju.

Dari penjelasan di atas tentang respon mahasiswa terhadap lingkungan belajar di perkuliahan online, dapat disimpulkan bahwa lingkungan belajar di perkuliahan online belum mendukung mahasiswa belajar. Oleh karena itu untuk meningkatkan kualitas lingkungan belajar dalam perkuliahan online, maka diperlukan dukungan semua pihak. Selain itu, hasil penelitian ini juga memperkuat hasil kajian dari Roberts & McInnerney (2007). Seven problems of online group learning (and their solutions)

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