



Journal of Teaching English as Foreign Language, Literature, and Linguistics

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THE DESCRIPTION OF ENGLISH TEACHING STRATEGY USED IN TEACHING READING IN ISLAMIC SENIOR HIGH SCHOOL

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Abstract: This study was a descriptive qualitative research. The purpose of this research was to describe how the teaching strategy in teaching reading in MA Maarif was. Meanwhile, the subject of this research was an English teacher at MA Maarif. The researcher used two instruments for collecting the data, namely observation and questionnaire. The researcher conducted class observations and also administered the open-ended questionnaires to the English teacher at MA. Maarif. The results of the class observations and questionnaires show that from the first to the third meeting, the teacher applied the different strategies. At the first and second, the teacher applied the discovery learning strategy where the learning materials were searched and found by the students themselves through various activities, and the third meeting the teacher used question answer strategy and discussion strategy. Those strategies were used by the teacher to stimulate the students' reading comprehension. Hopefully, this study can give the new insight for the English teacher related to strategies in teaching reading.

Keywords: *Teaching, Teaching strategy, Reading*

INTRODUCTION

Language is an essential component of communicating with others. Language is used as a tool for interpersonal communication. Languages can help people work together and get along. An Oxford-based language definition backs up the explanation, in which an inner communication system is a dictionary that expresses language. Furthermore, Brown (2000) stated that language is an arbitrary system in which conventional vowels, written or gestural symbols enable members of specific communities to communicate intelligently with one another. People from specific countries speak and write in this language. It denotes Languages can be written and are not only used to communicate verbally.

English is a foreign language spoken by the majority of people outside of the English-speaking world. According to Faizal (2011), English as a foreign language (EFL) refers to the use or learning of English by someone who does not speak English natively. It means that anyone studying English in a non-English-speaking country qualifies as an EFL learner. A teacher must be able to manage the classroom effectively when teaching English as a foreign language. Brown (1994) defines teaching as

"showing or assisting students in learning how to do something, giving instructions in the study of something, providing language, and causing students to know or understand." As a result, teachers must be creative in order to manage classes collaboratively.

Antoni (2010) explains that teaching strategy is generalized plan for a lesson or a lesson which consists of structure, preference learner behavior, in phrases of the dreams of instruction, and an define of approaches vital to put in force the approach, Teachers techniques frequently assume college students to increase their analyzing ability with the aid of using osmosis (absorption) and without help. In the osmosis approach, it's miles believed that if a trainer coaching analyzing comprehension to the goal language all day, they may enhance their analyzing comprehension. Moreover, in step with Brown (2004), the goal of coaching analyzing is to make college students come to be powerful and green readers. In order to get the goal, the trainer desires to apply approach of analyzing comprehension.

Reading is individual of four sound abilities taught in the English knowledge process. However, with all abilities, review is regarded as ultimate main. According to Snow (2013), knowledge is essential for progress in our society. The talent to express is adored and inevitable for social and instructional progress. According to Reiko Komiyama (2013), Reading likewise helps to cultivate overall talent and provides approach to main news working and school. It means that lesson is approximately had connection with often life in organization. Furthermore, lesson is advantageous not only in instruction but also in partnerships and in often existence.

Reading is complex not only in the learning process, but also in the practice of reading. Teaching is a collaborative activity that takes place between teachers and students. Teaching success can be measured by students' understanding of the material taught by the teacher. Several factors must be considered in order for learning to be successful, including strategy, methods, media, materials, activities, and assessments. Furthermore, teachers must be aware of their students' needs in order to tailor appropriate strategies, methods, media, materials, activities, and assessments for them. True, some students can be difficult and stressful at times, but teachers must also provide the best teaching and pleasure possible.

Reading is important because it enables the students to master other English language skills. The students should have more information to support their ability for start the skills and they will be able to express the idea, either in written and spoken language based on what they have acquired from reading. A teaching strategy is a general plan for which lesson or lessons include the structure, the desire for learners' behavior, the teaching purpose, and an outline of the tactics required to implement the strategy (Strasser, 964). Furthermore, not only are teacher strategies important in teaching, but so are methods, media, assessments, and activities, particularly in reading instruction. Method, according to Edward and Approach (1963), is a method of delivering materials from the teacher to the students. English teachers must understand how to effectively deliver materials to students. Teacher of MA Ma'arif Sumurber used questions, interviews, discussion, and role-playing to teach reading. Furthermore, the teaching materials must be appropriate from the lesson plan.

Not only lesson plan that is important in teaching but also activity and Instruction. Reading instruction that must be considered is assessment. According to Alderson (2000), there is no single best method for assessing reading that can meet all of the different purposes of reading assessment. Furthermore, he asserts that multiple-choice questions are more commonly used to assess students' reading abilities. Before implementing a specific assessment for student reading activities, teachers should consider the purpose of the assessment. According to O'malley and Pierce (1996), before assessing a student's reading skill, the teacher should first identify the learner's needs. Furthermore, the teacher may be required to evaluate both the process and the outcome of reading. From reasons above the reason of this research is to know analyze the teachers' strategy in teaching reading in MA Ma'arif.

Teaching strategies are divided into several types. According to Vacca (1999) there are several types strategies in teaching reading comprehension these following are: Monitoring Comprehension, Recognizing Story Structure, Question Answer Relationship (QAR), Generating Questions, Graphic and Semantic Organizers, Summarizing Strategies, Memorizing Strategies.

LITERATURE REVIEW

Some experts provide various definitions of reading. According to Dechant (1991), reading is a perceptual process, which means that reading occurs only when the reader understands what the symbol represents. It implies that writers are required to read with attention to the written text, as reading occurs only when the reader can interpret the words they read. According to Miculecky and Jeffries (1996:1), reading plays an important role in improving general language skills in English. It means that reading can help people remember better, build a larger vocabulary, and feel more at ease with written English, allowing them to write better English. Reading is the process of acquiring knowledge and information by utilizing comprehension skills related to the reader's knowledge. According to Hudson (2007) and Brown (2001), the writing process has three stages: bottom-up processing, top-down processing, and interactive processing.

Teaching is an interactive process in which students and instructors engage in mutually affecting activities. There are two types of teaching activity. They are Classroom Practices to Developed Text-based Processing Skills and Classroom Practices to Developed Knowledge-based Processing Skills. According to Alderson (2000), there is no single ideal method for assessing reading that can meet all of the requirements. Furthermore, he believes that while multiple choice questions are more commonly used to measure students' reading ability, it is best for teachers to analyze the assessment's goal before using it for student reading activities. O'malley and Pierce (1996) said that the instructor should first determine the learner's needs before deciding to test the student's reading ability. Furthermore, the instructor may be required to examine both the process and the outcome of reading.

METHOD

The descriptive qualitative method was employed in this investigation. Descriptive qualitative study intended to characterize "what exists" in terms of variables or conditions in a setting, with the goal of acquiring information on present occurrences. Ary and his colleagues (1985) state that in qualitative research, the researcher strives to emphasize the depth of data collected in the field. Observation and interviews could be used to carry out these actions. Qualitative study intended to better understand

phenomena such as behavior, perception, motivation, and action as they were experienced by research subjects (Moleong, 2013). This strategy was utilized to investigate something from a process standpoint. This research will focus on the observation of the teaching process going on teaching reading. Furthermore, descriptive qualitative method used by researcher is to describe the implementation of teaching reading for tenth grade at MA Ma'arif Sumurber.

And for the questionnaire was administered to the English teacher of MA Ma'arif. The questionnaire used was mix-questionnaire; close-ended questionnaire and open-ended questionnaire. According to Jaremy and Michael (2016) Close-ended questions was easily pre-coded (corresponding with the answer provided). which means used to answer some questions that need yes or no answer, furthermore open-ended questionnaire was used to answers open questions that need more detail information. Open-ended questionnaire was offer respondents an opportunity to provide a wide range of answers based on Jaremy and Michael (2016). The questionnaire was consisted of 45 Questions and it was divided by 3 categorizes, those are teacher's identity, teaching and learning activity, and teacher's classroom management. This study was done in two months.

FINDINGS AND DISCUSSION

This research data were collected by using observation and questionnaires. Based on the teacher's lesson plan, one of important things that indicate teacher's success in teaching and learning process was how she can manage class well by effective teaching. Teaching Reading activities consisted of three stages. They were opening, main activity, and closing activity.

Findings

In the implementation of teaching reading, the teacher did the activities arranged in the lesson plan but not all the same, because of the limited time for learning in the month of Ramadan. Based on the observation and questionnaires, the findings from the first to the third meeting were as follows

In the first meeting, there were three activities, the first one was the opening activity that was consisting of the teacher said Salam and greeting, checked the students attendance, prepared the students psychologically and physically, and provided

motivation to learn to the students. In the main activity, there were 5 activities and it was about 60 minutes. They were consisting of) The teacher asked the students open book page 86 2) The teacher asked the students to read in their place 3) The teacher gave the students the opportunity to ask questions; 4) The students asked questions about the meaning of the text 5) The teacher asked the students to work the questions.

In the second meeting, there were three activities also those are Orientation, perception, and motivation. During orientation events, the teacher began by greeting and praying for the pupils to begin learning, verifying their attendance, and physically and psychologically preparing them to begin learning activities. It took 0 minutes to start the activities.) The teacher requested the students to create groups of 4-5 persons; 2) The teacher distributed the worksheet; 3) The teacher asked the students to identify a text named American Civil War. 4) The teacher asked a representative from each group to read the piece aloud in front of the class. 5) The teacher requested each student to complete a text about the American Civil War on their own. 6) The teacher asked the pupils to spend 60 minutes discussing the results of their work. The activities were making a resume on essential topics that have surfaced in recent learning activities during the closing activities. Then, it was time to reflect on the activities that had taken place, deliver the documents to the next gathering, and say Salam. The last activity was closing. There were 4 activities and they took 0 minutes. They were consisting of the teacher and students reflected on the activities that had been carried out, provided feedback for the students, providing follow-up, pray and greeting

In the third meeting, the same as the previous meeting. There were 3 activities consisting of opening, main, and closing activities. At the opening, there were 3 activities. Those are orientation, apperception, and motivation. This activity took 0 minutes. In orientation activities, the teacher opened the class with greetings and prayed to start the learning, checking the attendance of the students, and prepared the students physically and psychologically in starting the learning activities. In apperception activities, the teacher linked the learning materials to be carried out with the experiences of students with previous materials, reminded prerequisite materials by asking question, and asked the questions that had a connection with the lesson to be carried out. While in motivation activities, the teacher gave an overview of the benefits of learning the lessons to be studied and asked the questions. At the main activities, the activities were)

The teacher asked the students to form groups of 5-6 people; 2) The teacher distributed the worksheet; 3) The teacher asked the students to identify the legend text 4) The teacher asked each student to ask questions according to the lesson 5) and the teacher asked the students to present their work in front of the class. For this activity, it took 60 minutes. While at the closing activities, the students and the teacher made a summary/conclusion of the lesson, reflected on the activities that had been carried out, provided feedback on the learning process and results, the teacher planned follow-up activities by giving individual homework assignments, and conveyed the lesson plan at the next meeting. Then reflecting on the activities that had been carried out, delivering the materials at the next meeting, and saying Salam. In these activities, it was about 0 minutes.

Discussion

Based on the finding above, the teaching and learning process and the lesson plan of teacher could applied well in learning process, but not all learning processes confers to the teacher's lesson plan, because of the limited time in the month of Ramadan. In each process of learning activity, the teacher should always be guided by the lesson plan that they had prepared. This was to keep learning more focused and the formulation of learning objectives that had been prepared could be achieved properly. In the 2013 curriculum revision 2016, the teacher must design their own lesson plan, because the lesson plan (instructional design) the teacher can predict and anticipate actions or activities that be carried out during learning in the classroom. It became the main task of the teacher beside teaching because professional teacher must complete their classroom organization. Furthermore, There were indicator of standard competence achievement, material, teaching activity, strategy, media and assessment. All of them were discussed based on the findings stated in the previous sub headings.

There were three lesson plans in this research and all the lesson plans were compiled based on the curriculum 2013. The components of all the lesson plans compiled by the teacher include: (1) I dentity of school; (2) identity of subject or theme/ sub-theme; (3) subject matter; (4) level of class / semester; (5) allocation of time (6) Core competence (KI); (7) Basic Competenes (KD) (8) objective of learning (9) learning materials; (10) learning methods; (11) learning media; (12) learning resources;

(13) learning steps or activities; (14) and assessment. The components of lesson plan that had been compiled then needed to be realized in the actual learning process.

Based on the scrutiny, the scientist found that the communication plan fashioned apiece coach could be used in education process. The assistant forever made the communication anticipate each education action to be completed activity. In addition, the main projects established in communication plan could request optimally in education process. The English professor was artistic to apply a design in education education for stimulate the undergraduates' interest. So the scientist raise, the instructor did not find meaningful troubles in all step of fitting the lesson plan. The professor had the ability and understanding well of the communication plan in each education process, so that the coach sensed they acted not encounter some difficulties in fitting the communication plan. Based on the observation, the English teacher taught about two texts, the first was historical recount text and the second was legend text, they were used three meetings. At the first and second meetings using KD 3.7 by using theme "Historical Recount" at the third meeting there was only one meeting by using theme "Legend Text". The teacher also said that the reading materials in the tenth graders on the second semester at MA Maarif focused on handbook.

The Strategy of Teaching Reading

Based on the finding of the research problem that was already wrote that the teaching strategies was done by teacher in teaching reading was varieties. Based on the lesson plan, the strategies applied in the first and second meetings were discovery learning strategy so this research was supported also by Joolingen (2000) stating that disclosure learning was a sort of learning where learners develop their possess information by testing with a space, and inducing rules from the comes about of these tests. The essential thought of this kind of learning was that since learners can design their possess tests within the space and induce the rules of the space themselves, they were really developing their information.

While in the third meetings, the strategies applied were cooperative learning strategy. Machado & Coimbra (2015) argued that Cooperative learning was the process of learning student centered and this instructional strategy can be achieved by dividing the students into small groups. In cooperative learning each group was responsible for its own learning as well as the learning of all the members, before the students in each

group make discourse accompanying each one in consideration of complete a task, solve a question or realize a particular goal likely for one instructor. The pupils worked together on a accepted task. It was betwixt four to six society the one have different academic talents.

Based on the observation, the teacher applied those strategies. From the first to the third meeting, the teacher applied the different strategies. At the first and second, the teacher applied the discovery learning strategy where the learning materials were searched and found by the students themselves through various activities and for the third meeting the researcher used question answer strategy and discussion strategy.

CONCLUSION AND SUGGESTION

The strategy applied by the English teacher in teaching reading for the tenth graders of (MIPA) class on the second semester at MA Ma'arif was individual and group learning strategy. It was a strategy where the learning materials and how to study them were designed for self-study "Discovery learning" and "cooperative learning" strategy using a grouping or small team system such as learning through modules or giving students assignment. Hopefully this research will be useful not only for the researcher but also for the teacher and also for all the reader.

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IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH THE SSS (START WITH SIMPLE STORIES) METHOD IN EXTENSIVE READING ACTIVITY

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Abstract: This paper presents the idea of applying the SSS Method extensive reading to enhance comprehension of the lower achieving students in the school. This research was quasi experimental. The subjects of the research was the first year students of senior high school in Probolinggo. Two classes of them were assigned as control and experimental groups. The control group was taught reading comprehension using the conventional way, while the experimental group were taught reading utilizing the SSS Method extensive reading. After the treatment, both groups were given post-test. The result of the study showed that there was a significant difference in the students' reading comprehension achievement. The students in the experimental group was significantly obtained higher scores than the ones in the control group. The conclusion of the research findings is that the low achieving students of the first year at SMAI NURUS SALAFIYAH Probolinggo Senior High School taught using the SSS METHOD extensive reading perform better in reading comprehension than those taught reading using the conventional way. In general, exposing students to the SSS METHOD extensive reading activity could effectively raise their reading comprehension achievement.

Keywords: *SSS METHOD extensive reading, conventional way, low achieving students, comprehension*

INTRODUCTION

Possessing a good reading skill is an inevitable requirement for those who want to academically succeed in a university, since reading is one of the most determining factors for gaining knowledge. Given the importance of English in Indonesia, the Indonesian government, therefore, as stated in the 2006 English curriculum, has decided that the objective of teaching English at the senior high school level is directed to the extent in which the learners can optimally reach the "informational" level of literacy.

This means that senior high school graduates are expected to be able to access knowledge utilizing English particularly when they study at a university. The government expectation is in line with Renandya and Jacobs (1999) as cited by Richard and Renandya (2002) who state that many foreign language students often have reading as one of their most important goals – for information, for pleasure, for their career, and for study purposes”. Exploring students toward reading activities has good advantages. One of which is increasing students’ knowledge of the world (Brown, 2000; Day and Bamford, 998).

Encouraging students to read considerable English sources is not as easy as turning over the palm of our hand. It indeed requires both English teachers and students to sacrifice their valuable time and energy. Achieving the purpose of guiding students to be skillful readers, English teachers have devoted a large amount of time to reading activities. Some students still experience reading problems such as difficulty to understand the texts, low mastery of vocabulary, low speed of reading, and low habit of reading.

Condemning the teaching strategy solely for the failure of encouraging students to be skillful readers is not a fair and wise statement. There must be some other reasonable factors determining the successful reading “comprehends” (Burns, P. et al.,1996). Students’ low habit of reading as well as insufficient school facilities to engage them in reading activities also contribute to their failure of becoming successful readers. These problems could result from many factors. They could derive from the teaching strategy, the students’ intellectual competence themselves, or the students’ socio and economic condition which force them to be lack of school facilities and eventually causes low interest of studying and low scores of English. Yet, despite years of instruction and practice in reading, many EFL students having difficulty in comprehending the written texts, seem to read considerably more slowly than they do in their first language, and show less confident feeling in reading English materials (Meng, 2009).

In relation to the background described above, the researcher proposed a research problem formulated as follows: “Do the low achieving students of the first year at SMAI NURUS SALAFIYAH Probolinggo Senior High School taught through the SSS METHOD extensive reading perform better in reading comprehension than those

taught reading through the conventional way?” Considering the research problem presented above, the research objective was to investigate the effectiveness of the SSS METHOD extensive reading toward the reading comprehension achievement of the low achieving students of the first year at SMAI NURUS SALAFIYAH Probolinggo Senior High School.

LITERATURE REVIEW

The teachers’ task, therefore, is to improve the students’ reading habit by providing them with a very conducive atmosphere of reading, involving them in various reading activities as well as facilitating them with a lot of reading materials. To cope with these problems, extensive reading program is one of the prospective ways that English teachers can afford. Natsume (1906) and Matsumoto (1965) as cited by Akio (2006) emphasized “the effect of extensive reading as the royal road to improving language ability”. The SSS METHOD extensive reading is a kind of reading activity in which students can read various reading sources starting from the lower level of reading materials to the higher ones.

The consideration for choosing the SSS METHOD extensive reading program as the solution of the students’ reading problem was based on several reasons. First, it functions as an alternative learning activity which can “provide very effective platforms for promoting reading improvement and development (Bell, 998). Second, the students could learn English through various kinds of reading materials. Three, it has many benefits as stated by Brown (2000) such as promoting “fluent reading and true comprehension recover lost confidence and begin to provide enjoyment in reading, and discourage over-dependency on dictionaries.” Reading for pleasure without struggling for the difficult vocabularies has a high correlation with overall language proficiency. Green and Oxford (1995) as cited by Brown (2001) states that “reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency”. In addition, Brown (2001) further states that it is not necessary to abandon the specific approach for the intensive reading, rather he suggests that the notion of the extensive reading component should be strengthened in conjunction with other focused reading instruction.

METHOD

Since it is impossible to assign the existing subjects randomly to groups, the present research uses a quasi-experimental, non randomized control group, posttest design. The consideration of choosing a quasi-experimental design is because the researcher cannot conduct the true experiment for several reasons. First, the subjects of the research had been determined by the school. Second, the researcher could not do the random sampling. Ary, et al (1985: 282) state that “Quasi-experimental designs are used where true experimental designs are not feasible,”

The objective of the research is to discover whether the application of the SSS METHOD extensive reading program can improve the achievement of the low achieving students of the first grade at SMAI NURUS SALAFIYAH Probolinggo. To obtain the theoretical answer of the problem, the researcher conducted an experiment which involved two groups of students, the experimental group (E) and the control group (C). The present research design concerns the following considerations: First, during the experiment the control and the experiment groups were taught English for four periods of the school hours. Second, the two groups were compared in relation to the measurement on the dependent variable – the achievement on the students’ reading comprehension. Third, both groups were given post test at the end of the semester. At last, the post test was conducted at the same time with the same test type.

In the present research, two research variables were employed. The researcher tried to discover the effectiveness of the independent variable over the dependent variable. The independent variable was the application of the triple “S” extensive reading activity, while the dependent variables was learning achievement of the low achieving students in reading comprehension. The treatment was conducted for ten weeks beginning from March 2, 2020 up to June , 2020. The post test was conducted on June 3, 2020. During the period of the treatment the control and the experimental group received 4 x 45 minutes of regular English class weekly. Both of them received the same English syllabus. Since English for senior high school must be given in an integrated way, the researcher must also consider other language skill as well. Listening and speaking skills are combined in one period of teaching, while reading and writing are given in the other.

On the one hand, the control group is taught using the conventional way – using a textbook which includes reading comprehension, writing exercises, listening activity, speaking activity, and the language function. In this program students learn specific reading skills. Such skills include guessing unknown words from context, finding general and specific information from the text, finding text organization, finding main ideas, and understanding inferences. Students do not have authority to select what kinds of reading text they like to read. The teacher usually explains the materials in alphabetical order.

On the other hand, the experimental group has different treatment from the control group. They take part in the application of the SSS METHOD Extensive Reading Program. The core of the SSS METHOD Extensive Reading Program consists of students reading various kinds of texts of their choice such as narrative text, descriptive and news items. Then they do a variety of post reading activities. In the SSS METHOD extensive reading program the students are given 0 minutes for pre-reading activity, 45 minutes for silent reading and 5 minutes are provided for solving students' problem in reading, 0 minutes are given for post-reading activities in which students can complete the reading log or make summary of what they have read. The remaining time is used for classroom management including handling unruly students.

The teacher used various techniques to encourage students to read more and to increase their reading skills, such as reading aloud by the teacher, asking students to predict what a story was about using such clues as the title, cover, and illustrations, giving brief summaries¹/ reviews of materials they had read and enjoyed¹, chatting with individual students about what they were reading or had read, and monitoring students' progress in extensive reading and involving them in such monitoring. While students were reading silently, the teacher would read on his own (10%), assist students to select reading material (10%), help students, e.g., by answering questions and by sitting beside students who had difficulty recognizing words and guiding them (80%).

Ideally, the teacher would have spent a much larger percentage of the time reading on her own as a model for the students. However, since it is the first time for the students to have extensive reading activity, the teacher concentrates to monitor the students' learning problems in comprehending the texts being read.

Post-reading activities include filling up the reading log form, making a summary of the text having been read, answering higher order thinking questions as part of a game called "Book Wheels", role playing, retelling story and mock interviews in which one student portrays a character in the story and then other students will interview. The various post reading activities will provide strong reinforcement for the students after learning the language. By doing this activity, they are expected to have long term memory which is valuable for the next learning.

There are two ways that the researcher can do to control the experimental group. The ways involve student checking record and control cards or reading log. The student checking record will be used to regularly identify the students' progress on their reading activities. From the checking record the researcher can identify the students who still need help in developing their independent reading and learning and praise the students who have already done the progress in their reading. The reading control card or reading log will be used to record the students reading speed and comprehension of the students in extensive reading activity. In short, whenever the students finish reading the materials they have to write down their identity, title of the book or text and the author. The card also provides the students with the column for previewing and controlling their reading speed and comprehension. The first and the second column covers the time for reading (start and finish), and the third column covers the range of the pages they have read, the fifth column is used for identifying the main points of the reading text (What I want to know) done after skimming the features of the text such as the heading and the pictures or graphic (if any), and the last column is used to give space for summary of the reading text. At the end of the classroom activity, they were also provided a chance to conduct a class conference to share their ideas or thought about the texts they read. To maintain as well as encourage their learning condition and progress they made, they were given 2 quizzes periodically.

In addition, to create a conducive condition the researcher provides the students with regular class conference and sharing session. The conference can be conducted inside or outside the classroom with the purpose of discussing the students' habit of reading, reading attitude and reading speed. On the sharing session the researcher can group the students who read the same reading materials to have small discussion to create a good reading atmosphere.

The following activities are conducted to provide treatment for the experimental group. At the beginning of the classroom activities, the teacher provided an easy and interesting story and made copies of it then distribute to all students. Through this activity the teacher could explain how to read quickly and what to do after reading. For the next meeting the students selected the reading materials based on their own interest and level of difficulty. The students could choose the reading materials from the classroom library provided by the teacher. The classroom library provided many kinds of reading materials which consisted of different genres. If they found that a certain reading material was difficult for them, they could try to choose another kind of reading material. They were also encouraged to ask questions to the teacher whenever they need. The teacher monitored their reading comprehension by asking them to make a summary or personal reaction. At the beginning, they could also give report in the form of their own language (Indonesian). On the other hand, at home the students were expected to read at least one reading material. After reading they were asked to make a report of what they read by filling up the reading log as conducted in the classroom activity or by summarizing the reading material in English or Indonesian.

In the control group, the students were taught using the teacher-centered instruction (conventional way of teaching reading). It is the teacher who selected the reading materials for every meeting. The classroom activities covered reading aloud to monitor and improve their English pronunciation and reading comprehension including vocabulary items. The reading comprehension was taken from the same material used by all students. The students were taught English through pre- reading, whilst reading and post reading activities. The book that the control group uses also covers many kinds of reading materials (genre).

In the pre-reading activity, the teacher could probe the students' knowledge about the texts being discussed by providing oral questions. As a model, the teacher could read aloud the first paragraph and the students took turns reading the next paragraphs. During the class the teacher gave some comprehension questions and the students answered them orally or in a written form. To monitor their study, this group was also given 2 formative tests based on what they had read. Throughout the whole period of treatment this group conducted the same procedures or activities.

Data Collection

The final scores representing the students' achievement in reading comprehension were used as the data of this study. After running the try-out test and revision of the test items, the post test was conducted. The post¹ test was given to the control and experimental groups. Before giving the treatment, the researcher had to make sure that the control and the experiment groups were homogeneous. To discover the homogeneity of variance of the control and experimental group the researcher calculated the English scores the students got on their National Exam at the secondary school. The scores were statistically computed and analyzed in terms of frequency and distribution.

The next step of data collection was administering the post test for the control and the experimental groups. The final scores obtained from the post test became a clear picture of the research problem which required the answer as to whether the SSS METHOD extensive reading program has a significant impact toward the reading comprehension of the low achieving students at SMAI NURUS SALAFIYAH Probolinggo Senior High School.

To get a roughly planned schedule of the research, the researcher provides the following description as seen in Table.

Table 3.8: The Schedule of the Research

Group	February	March - June	June
Experimental Control	Analyzing homogeneity	Regular activity with extra books	Post test
		Regular activity without extra books	Post test

Technique of Data Analysis

To examine the hypothesis of the research, data analysis was statistically conducted. The data which was in the form of scores representing the students' achievement in reading comprehension of the control and experimental groups was analyzed. It is used to determine whether the mean scores obtained by the students in the two groups after the treatment differ significantly.

The data, thus, was analyzed using the t-test with significant level or critical value of 0.05. The t-test then was used to determine whether the subjects of the experimental and control groups were significantly different or equal in reading

comprehension after the treatment. There are several reasons for utilizing the t-test as stated by Hatch and Farhady (1982). First, each student must be assigned to one (and only one) group in the experiment. Second, the variance of scores in the population is assumed to be equal and the scores themselves are normally distributed, meaning that they are truly equivalent groups before they are given treatment. Finally, the t-test is used to analyze the means of the two groups rather than the individual scores.

THE FINDING AND DISCUSSION

Description of the Data

After administering the post test conducted on June 3, 2020, the researcher got some data about students' reading comprehension achievement for¹ both the control and the experimental groups. The data presented in this chapter was in the form of the mean scores of the low achieving students obtained from 30 multiple choice test for both the control and the experimental groups. Students got score for the correct answer and 0 for the wrong answer. In other words, the minimum score was 0 and the maximum score was 30. The final scores of the students were obtained from the total of the students' correct answers divided by the maximum score (or 30) and then multiplied by 100. Therefore the range of the scores that was analyzed was from 0 to 100.

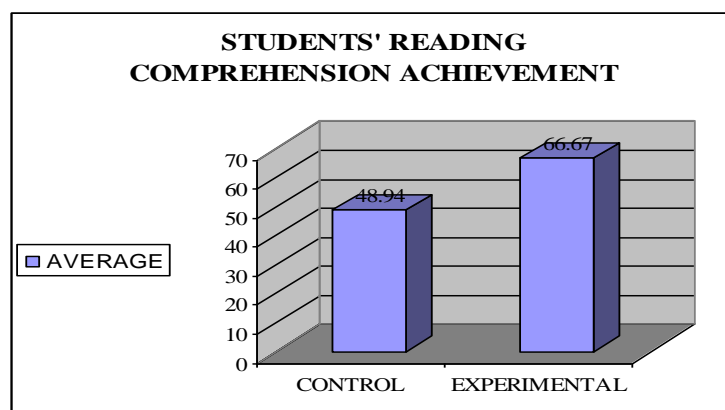
Based on the above formula, on the one hand, it was found that the mean score of the control group was 48.94, the median was 48.34. The mode of the experimental group showing the highest frequency of the score was 60.00. The minimum score of the control was 33.33, while the maximum score was 66.67. The standard deviation of the control group was 0.67327. On the other hand, the experimental group had different achievement from that of the control group, except the mode was similar. The mean score and the median of the experimental group were 66.67. The mode score of the experimental which was the same as that of the control group was 60.00. The standard deviation of the experimental group was 9.57427. The minimum score of the experimental group was 53.33, while the maximum score was 83.33.

Table 4.1 The Post Test Scores.

	Control	Experimental
Mean	48.94	66.67
Median	48.34	66.67
Mode	60.00	60.00
Minimum	33.33	53.33
Maximum	66.67	83.33
St. Deviation	1.067.327	957.427

In order to be clearly understood, the scores of the result of the post test on students' reading comprehension achievement for the control and experimental group is also presented in the form of the histogram on Figure 4.1.

Figure 4.1: The Comparison of the Average Scores of the Post Test



Further, to obtain the data on students' reading comprehension, the researcher employed the SPSS/PC + program (SPSS 6). Based on the statistical computation, it was found that the obtained t value for df 31 was 5.029, while the table t value at $p = .05$ is 2.042. In relation to this computation, it indicates that the empirical t value was much greater than the theoretical one. In other words it can be concluded that there was a significant difference between the mean score of the control and of the experimental.

Test of Homogeneity and Normality

As a prerequisite of conducting parametric statistics to analyze the final scores of the post test for the control and the experimental groups, the first step that had to be conducted was discovering whether or not those groups were homogeneous. The normality of the data distribution was conducted on the next step. To obtain the homogeneity of the groups, the researcher applied the Levene's Test for Equality of Variances. The result of the homogeneity test of UAN for both the control and the experimental groups was presented on Table 4.2.

Table 4.2 Test of Homogeneity of UAN Scores of the Control and Experimental Groups Using Levene's Test for Equality of Variances

Compared Variance	F	Sig.	df	α	Conclusion
Control and Experimental	0.495	.485	58	0.05	homogenous

The result of homogeneity test for the control and experimental groups described that the empirical p value for F was 0.485. Based on this computation, the p value was bigger than the alpha (α) 0.05. Therefore, it can be concluded that the variances of data of both in the group and between the groups were homogenous.

The statistical computation for the Normality Test on the post test used One-Sample Kolmogorov-Smirnov Test. The result of Normality test for the control and experimental group was 0.719. It indicates that this value was bigger than the critical point or the alpha 0.05. It can be concluded that the data was normally distributed.

Based on the homogeneity and normality tests described above, the data on the post test can be computed through the parametric statistics. In this case the verification of the hypothesis can be conducted using the t-test.

Verification of the Hypothesis

As discussed on Chapter Three, the research instrument which was in the form of reading comprehension test consisting of 30 multiple choice questions was applied to discover just to what extent was the difference between the two mean scores of the control and experimental groups. Later the difference of the mean scores could be judged either significant or insignificant. Functionally this type of statistical analysis was used as an instrument to test the research hypothesis and to answer the research question on as represented here as follows: "Do the low achieving students of the first year at SMAI NURUS SALAFIYAH Probolinggo Senior High School taught using the SSS METHOD extensive reading perform better in reading comprehension than those taught reading using the conventional way?"

To obtain a general answer to this question, the formulation of an alternative hypothesis or hypothesis testing is required. the alternative hypothesis could be justified. The purpose for testing the hypothesis using the alternative hypothesis, further, is to discover whether the difference of the mean score of the control and the experimental groups determine the effectiveness of the SSS METHOD extensive reading.

In this study the experimental group was taught reading comprehension employing an SSS METHOD extensive reading activity, while the control group was taught reading comprehension utilizing conventional way. The statement of the hypothesis was presented on Chapter One. The data was thus analyzed under the hypothesis which is restated as follows: "The low achieving students who are taught English using the SSS METHOD extensive reading perform better in their reading comprehension than those taught reading using the conventional way". As stated before, by comparing the mean score of both the control and the experimental groups, this hypothesis can be tested and justified.

To obtain a clear description of the comparison of the mean scores for both the control and the experimental groups, the statistical computation which used the t test is briefly presented on Table 4.3.

Table 4.3: The Comparison of the Mean Scores

	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Post test scores	5.029	31	.000	1.772.835	352.528

Based on table 4.3 above, it revealed that the obtained t value was 5.029. Meanwhile, the tabled t value at p .05 for df 31 was 7.72835. The significance value of the mean scores of the control and the experimental group was .000. It means that the obtained t value was lower than p 0.05. Thus, the obtained value also indicated that the difference of the two means was statistically significant.

The difference between two mean scores under the statistical computation was significant; therefore, the null hypothesis that stated there was no difference between the mean score of reading comprehension achievement of the control and the experimental groups could be rejected or in short, there was enough evidence to reject the null hypothesis. Despite the treatment provided for the experimental group, the students on the experimental group significantly performed better on reading comprehension achievement compared to those of the control group.

In other words, after having been given the treatment during the period of the research from March 2020 to May 2020, the result of the analytical computation in this present study indicated that the students in the experimental group were able to achieve

an average score of 66, 67. It means that they were competent to respond to the reading comprehension questions 7.73 percent better than the students in the control group with an average score of 48.94. Thus, the analytical result indicated that 7.73 percent of the improvement in answering reading comprehension test derives from the influence of the treatment.

DISCUSSION

The Learning Achievement

The hypothesis stating that the students who are¹ taught using an SSS METHOD extensive reading will perform better than those who are taught employing the conventional way is strongly supported by the data. Based on the result of analysis on the post test, the scores of the experimental group could exceed from those of the control group significantly.

Before the period of the present study the average score of the control group on UAN was 6.13, while the post test was 48.94. The low achieving students on the control group could not exceed the achievement they got on UAN even they obtained less scores than UAN. The failure of achieving better scores than UAN might be resulted by several reasons. First, the scores of UAN might represent not only reading comprehension but also other language components measured by the reading comprehension skills. Some students might have a little bit better understanding on the grammar or vocabulary items than reading comprehension. Grammar or vocabulary items may involve more students' memorization, while reading comprehension not only involves memorization but also understanding the context, the culture, and moral value involved in the text.

The second reason is that the conventional way of teaching didn't give opportunity for them to choose the materials they liked. They were forced to accept whatever the materials given by the teacher through the compulsory book used at the school. Let alone the compulsory book they used as a learning guide was not designed attractively. This aspect would consequently discourage their motivation to read more. Even when they got assignment to do at home, almost all students showed that they were lack of reading motivation to accomplish their work.

On the other hand, the SSS METHOD extensive reading activity significantly affected the students learning achievement on the experimental group. Before the treatment, the average score of UAN for the experimental group was 6.05. They could exceed the UAN scores by getting average of 66.67 at the post test measuring the reading comprehension achievement.

The improvement on the post test scores was significantly affected by several reasons. First, the implementation of the SSS METHOD extensive reading might be regarded as the new reading strategy as they never got before. They might get bored with the conventional way of teaching reading. Therefore, this new reading activity would encourage their motivation to read the texts the teacher provided at the classroom. Secondly, they might think that this new reading strategy could accommodate their reading interest which varied from one to another. They could choose the reading text which they liked. Of the three text categories determined by the English syllabus for the second semester of the first year students, the narrative texts were the most attractive ones for them to read. 68.09 percent of the reading materials they read were about narrative texts. The second texts the students liked to read were descriptive texts. It revealed that 20.57 percent of the texts they read were descriptive. The least attractive texts among them were the news items with an indicator that .35 percent of the texts the students read were news item. Third, by choosing the text themselves as well as teacher's role as a tutor in the classroom, students got the feeling of relaxed and not forced to do their job in the SSS METHOD extensive reading. Fourth, being provided with a lot of reading materials, the students tended to focus on the meaning of the combination of words or sentences rather than on the form of the individual word or sentence. Therefore, they can enjoy reading the materials they have chosen.

The students' absence, on the other hand, did not influence much on the students' achievement, although the researcher could not do anything about it. On the control group, for example, the student who was frequently absent until 28.27 percent, still got 60.00 on the post test. This score was still bigger than the average. On the experimental group, the student who was frequently absent until 22.22 percent, still got 66.67 on the post test. This score is the same as the average score of the students in the experimental group.

The Result of Comprehension Mastery

In addition to the significant difference of the mean scores obtained from the post test, based on the result of the analysis, the comprehension mastery between the students of the control and the experimental groups also significantly revealed a different achievement. In relation to the English syllabus for the first year students of the second semester at a senior high school, seven skills of reading comprehension were measured in the post test. The seven skills of reading comprehension are respectively explained as follow : finding specific information clearly stated in the text, inferring the topic of a paragraph or text, inferring the meaning of words in context, finding references, drawing conclusion, detecting the purpose of writing, and inferring the main idea.

The result of comprehension mastery between the two groups is as follows. In finding specific information the students of the experimental group mastered 56.86 percent of the skills, while the students in the control group mastered 50.83 percent. In inferring the topic of the text, the experimental group got 78.43 percent, while the control group got 47.92 percent. In inferring the meaning of words in context, the experimental group obtained 64.71 percent, while the control group obtained 2.50 percent. In finding references, the experimental group got 82.35 percent, while the control group got 25.00 percent. In drawing conclusion, the experimental group got 68.24 percent, while the control group got 52.50 percent. In detecting the purpose of writing, the experimental group got 94.12 percent, while the control group got 54.17 percent. Finally in inferring the main idea, the experimental group got 64.71 percent, while the control group got 37.50 percent.

Based on the statistical computation described above, it can be concluded that in all reading comprehension skills measured with the post test, the students in the experimental group got better achievement than the ones in the control group. On the other hand, the data also indicated that the students in the control group still had difficulties in mastering the reading comprehension skills.

CONCLUSION

As to answer the research problem and objective discussed on Chapter One, the conclusion of the research findings is that the low achieving students of the first year at SMAI NURUS SALAFIYAH Probolinggo Senior High School taught using the SSS METHOD extensive reading perform better in reading comprehension than those taught reading using the conventional way. In general, exposing students to the SSS METHOD extensive reading activity could effectively raise their reading comprehension achievement. The low achieving students of the first year at SMAI NURUS SALAFIYAH Probolinggo Senior High School who were taught using the SSS METHOD extensive reading virtually showed better performance in reading comprehension test compared to those taught reading using the conventional way. Based on their average score, the students of the control group could reach 48.94, while the students on the experimental group could reach 66.67. The t value comparing the two scores was 5.029. It indicates that the learning achievement between the control and the experimental group was statistically significant.

The more important impression gained from the present study is that the students in the experimental group were motivated to read and enjoy a variety of reading texts provided for them in the classroom. They got benefit from free reading whenever given a chance. The change of situation from reading one topic decided by the teacher during the meeting to reading freely based on their reading interest and level of difficulty blew the fresh wind for their mind that was thirsty for reading. Therefore, the more they were given a chance to read, the more enjoyment would be obtained from the SSS METHOD extensive reading activity.

Although the focus of the present study was eventually finding out the effectiveness of the SSS METHOD extensive reading toward the students' achievement in reading comprehension, however, in the process of administering the SSS METHOD extensive reading, it could be seen that the students obtained other several advantages. First, having been exposed to regular reading activity would surely maintain their motivation and interest which were considered as the main factor in determining the successful readers. Consistently driven motivation and interest would encourage them to read more than previously done. Regular reading activity would also affect their reading fluency. By exposing students frequently to the same patterns of sentences, they would

unintentionally understand the meaning of them more quickly through the context involved in the text. Second, regular reading activity would also help students create self image or attitude toward reading. The-difficult-to-read texts would tend to discourage them to read the next part of the texts. On the other hand, reading the texts appropriately with their level of difficulty would encourage them to read till the end parts of the text.

SUGGESTION

Suggestions for English Teachers, School Librarians or Foundation

Since the present study had shown that the triple “S” extensive reading had a significant effect toward the students’ reading comprehension achievement, it is reasonable to give suggestion to English teachers to take into consideration to administer this kind of program to multiply the students’ reading comprehension achievement.

To run the triple “S” extensive reading smoothly, it is strongly recommended for English teachers to provide a small classroom library which contains various reading texts with different levels of difficulty. It is also advisable that they provide some administrative forms required to conduct the extensive reading program.

To maintain students’ motivation and interest in reading, cooperation with the students’ parents in a conducive situation will be of great importance. Teachers or parents can give information about the progress of their students¹ in conducting the extensive reading program.

To support the efficacy of the extensive reading program at school, it is considerably important for the school librarians or foundation to endow the school library with a large number of readers as a supplement for students in learning English extensively. To provide sufficient reading materials for the library, it is advisable for them to build cooperation with either state or private owned company to accomplish the financial budget needed in this program.

Areas for Future Research

Considering the significant research findings as well as the limitation of the present study, it is of great importance for other researcher to conduct other studies to reinforce the present research findings. In replicating the similar studies, the following things are worthwhile to be considered.

First, the subject of the present study was the low achieving students at the first grade of SMAI NURUS SALAFIYAH Probolinggo senior high school. It would be interesting and valuable to conduct the replication of the same study but with different variances including the middle and upper students of the same level. Applying this study will get a clear picture of how much progress these groups can obtain through the extensive reading program.

Second, it will be valuable too for other researcher to conduct other replication measuring the students' reading comprehension and speed. To find out whether the progress in speed of reading will correlate with the progress in reading comprehension for the low achieving students should be conducted in other research.

Third, the instrument used for the present study just measured the literal, interpretive, and critical comprehension of the students through the multiple choice test. It is advisable to carry out other research measuring all kinds of comprehension with other kind of instrument such as close test or open questions. Implementing other kinds of research instrument may obtain different result from the present study.

As the final consideration of doing other research, the future researcher will be able to significantly support, modify or wholly reject the findings derived from the present study. The new discovery of the research problem, therefore, will consequently emerge from the future research and basically may become a strong foundation of the existing theory of the SSS METHOD extensive reading.

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INVESTIGATING AN ONLINE ENGLISH TEACHING IN AN INDONESIAN ELEMENTARY SCHOOL

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Abstract: Investigation of online English learning is implemented in Jombang. This study aims to determine the online learning process during the Covid-19 pandemic. Some of the inhibiting factors in the implementation of online learning are the lack of parental support, few students who have smartphones, student laziness and lack of motivation to learn, difficult to control and evaluate student assignments. While the supporting factors obtained by the teacher when carrying out online learning are more online learning materials, time and place efficiency, and learning materials can be stored safely on smartphones. This research was conducted with descriptive methods and data collection techniques by interviewing English teachers. The result of the research is the implementation of online English learning in one of the elementary schools in Jombang, using the WhatsApp application as an online learning medium. Submission of materials and assignments is done through the WhatsApp group media.

Keywords: *Online teaching and learning, English, Covid-19 Pandemic.*

INTRODUCTION

In the end of 2019, pandemic Covid-19 started to attack all of the world. Corona Virus Disease 19 or Covid-19 is disease that attacks the respiratory tract and causes infections of the respiratory tract. In Indonesia, the spread of Covid-19 began on early March 2020, the spread was so fast and in the early April, there have been 34 provinces confirmed to be infected Covid-19 (Akbar 2020). As a result of the spread Covid-19 in Indonesia, many sectors have got an impact from this virus, one of them is education.

In this pandemic Covid-19 era, the government made appeal to the public to comply with health protocols to avoid from Covid-19. With doing activity from home, it is including the spread of Covid-19. One of the impacts from a pandemic is learning in schools must be carried out by using online learning with help of Smartphone or Laptop.

Education is one of the important things in humans life. According to Soyomukti (2016) education builds cognitive skills and the readiness of mental children becomes better, responsible children and teaches the humans as social creatures. In the schools, a lot of knowledge is taught, one of knowledge about foreign language, it is English because it is as

an International language in the world. English is an International language in the world, so it is necessary to teach for students in the schools.

Based on a circular from the Jombang government, the principal of Elementary School in Jombang finally implemented an online learning system at the school. Learning was carried out online with an internet network through the Whatsapp platform. Researchers want to do research at Elementary School in Jombang, one of the obstacles is minimum of students who have Smartphones or Laptops to support the process of online learning, so researchers want to know how the implementation of online learning at Elementary School in Jombang with the obstacles faced by the English teacher there.

In this reaserch, there are two statement of the problems. The first is how does the English teacher do an online English teaching and learning at Elementary School in Jombang during the Covid-19 pandemic?. Then the second statement of the problem is what are the inhibiting and supporting factors faced by English teacher when carrying out an online English teaching and learning at Elementary School in Jombang during the Covid-19 pandemic?. The questions above are arranged to find out the problems that occur during online learning. So that, the solutions can be found to overcomes these problems.

E-learning has some definitions, according to Allan J, Henderson as cited of Setiawardhani (2013) states that e-learning is distance learning using computer technology media or commonly referred to as the internet. According to Dabbagh and Ritland as cited of Arnesti and Hamid (2015) online learning is a learning system that is open and spread using pedagogical devices (educational aids), which are connected via the internet and network-based technology to facilitate the formation of a process of learning and knowledge activities through action and meaningful interactions. Soekarwati, Haryono, and Librero as cited of Basori (2017) e-learning is technology-supported learning with the use of various teaching and learning tools such as phone bridging, audio and videotape, teleconverencing, satellite transmission, and web-based training which is usually known or computer-assisted instruction or commonly referred to as online courses. Based on the opinions above, it can be concluded that online learning is a learning process carried out using the help of computer media and internet networks, learning can be by video, voice recording, and so on. Online learning is very effective and efficient and has a wider range of teaching material references.

Several researchers have conducted research on problems like this, the first is reaserch from Fauzi and Sastra Khusuma (2020), the result of this research is online

learning as a system that can help teachers carry out learning activities during the pandemic Covid-19, but this is not like the effectiveness of implementing the online learning process itself. The second reasech is from Alchamdani et al. (2020), the research found that the implementation of online learning during the Covid-19 pandemic had several obstacles. Then, the third reaserch is from S. and J.S. (2020), the results stated that more than half of teachers disagreed about the effectiveness of online learning during the Covid-19 pandemic.

Based on some of the studies above, this study is different from previous research because in previous studies the researchers focused on discussing teacher perceptions in online learning, as well as the problems faced by teachers and students in online learning during the current Covid-19 pandemic. Whereas in this study, the researcher wants to discuss research on how is English teacher doing online English teaching and learning in the Covid-19 Pandemic, so that the researcher focuses more on discussing how the process and methods of teaching English is carried out online in the conditions of the Pandemic Covid-19. The aims of this reaserch are to find out English teacher do an online English teaching and learning and the inhibiting and supporting factors faced by English teacher when carrying out an online English teaching and learning.

LITERATURE REVIEW

Online Learning

Definition of online learning is has various meaning, some experts argue about the meaning and concept of online learning, each expert has a different opinion, here are the theories according to the experts: According to Allan J, Hendersonas (as cited of Setiawardhani, 2013) states that e-learning is distance learning using computer technology media or commonly referred to as the internet. According to Dabbagh and Ritland (as cited of Arnesti and Hamid, 2015) online learning is a learning system that is open and spread using pedagogical devices (educational aids), which are connected via the internet and network-based technology to facilitate the formation of a process of learning and knowledge activities through action and meaningful interactions. According to Soekarwati, Haryono, and Libroero (as cited of Basori, 2017) e-learning is technology-supported learning with the use of various teaching and learning tools such as phone bridging, audio and videotape, teleconverencing, satellite transmission, and web-based training which is usually known or computer-assisted instruction or commonly referred to as online courses.

Based on the opinions of several experts above, it can be concluded that online learning is a learning process carried out using the help of computer media and internet networks, learning can be by video, voice recording, and so on. Online learning is very effective and efficient and has a wider range of teaching material references.

a. Benefits of online learning

According to K. Wulf (as cited of Setiawardhani, 2013) there are several benefits of implementing online learning:

- 1) Increase learning interactions between teachers and students (enhance interactivity)

Online learning can increase learning interactions between students and teachers, students and students, as well as students with teaching materials. Because during face-to-face learning the time needed to discuss teachers and students is very limited and students who have the courage to argue will tend to speak their opinion more than children who are shy or less courageous.

- 2) Allows learning interaction anywhere and anytime (time and place flexibility)

Learning materials that are easily accessible anywhere and anytime make it easier for students to access the material and assignments given by the teacher, so that when students have finished working on assignments, they can be immediately collected without waiting to meet the teacher in person.

- 3) Reach students widely (potential to reach a global audience)

Time and place are flexible, so the number of students that can be reached through online learning is also increasing. Space and space are no longer obstacles to implementing learning. Anyone, anytime, and anywhere one can study. The interaction of learning resources is carried out through the internet, the opportunity is really wide open for anyone who wants to learn.

- 4) Make it easier to perfect and store learning materials (easy updating of content as well as archivable capabilities)

Technology that continues to develop helps facilitate the development of electronic learning materials. Likewise, the refinement and updating of learning materials in accordance with the demands of the development of scientific material can be done periodically and easily. Knowledge and skills for the development of online learning materials need to be mastered by teachers to develop online learning materials, and teachers must monitor the

development of student learning activities and always provide motivation to their students.

b. Online learning function

According to Siahaan (as cited of Setiawardhani, 2013) e-learning has three functions for learning in the classroom, including functions as a supplement which is optional, complementary, and as a substitute.

1. Supplements (additional)

In this case, supplementary online learning means students have the freedom to choose, students can choose whether they will use online learning materials or not.

2. Complement (complement)

Online learning functions as a complement (complement) when online learning becomes a program to complement student material in classroom learning. As a complement, it means that online learning materials are programmed to become reinforcement (enrichment) or remedial for students in taking lessons in class.

3. Substitution (substitute)

In several universities in developed countries, several alternative models of learning activities have been implemented. The goal is to make it easier for students to manage the process of implementing their learning and other activities.

Teaching

The notion of teaching has different meanings from various points of view, understanding can be from a qualitative, quantitative and institutional point of view. The quantitative definition of teaching is the transmission of knowledge, which means that the knowledge a teacher has will be transmitted to students. Qualitatively, the definition of teaching is the facilitation of learning, which is teaching as a way to help students in learning activities, the teacher as a facilitator who gives students the role to be active in learning and creates conditions that support the creation of the learning process for students. Meanwhile, institutionally, the meaning of teaching is the efficient orchestration of teaching skills, which means that teachers must be able to apply various learning models or techniques to students who have different abilities, talents and needs (Suprihatiningrum 2016). Based on Nasution (as cited of Sobandi, 2010) suggests that teaching is an organized

or regular activity between the environment as well as possible and connects it with students so that the teaching and learning process occurs. Thomas and Sarah (as cited of Yulianingsih & Sobandi, 2017) teaching is guiding how students learn.

From the definitions of some of the experts above regarding the meaning of teaching, it can be concluded that teaching is a form of deliberate teacher effort in order to provide possibilities for students so that the teaching and learning process occurs in accordance with the objectives to be achieved.

a. Kinds of Teaching and Learning Methods

1) The Method of Field Trip (Outdoor)

According to Anitah (as cited of Afandi, Chamalah, and Wardani, 2013) Outdoor learning is almost the same as field trip learning where learning is carried out outside the classroom. This learning must be planned and evaluated in advance by the teacher so that it is carried out in accordance with the learning objectives to be achieved. Outdoor learning is not only to improve the ability but also to improve the psychological aspects of students, such as a sense of pleasure and a sense of togetherness which will have an impact on increasing student motivation.

2) Talking Stick Method

The talking stick learning method is a learning method that is carried out with the help of a stick, whoever holds the stick must answer questions from the teacher after the students learn the material. According to Suprijono, A (as cited of Afandi et al., 2013) the talking stick learning method begins with the teacher explaining the learning material, then students are given the opportunity to read and study the material. The teacher then asks the students to close the book and give them the stick that has been prepared, one of the students holding the stick must answer the question given by the teacher. Learning using the talking stick method encourages students to dare to express their opinions.

3) Discovery Learning Method

According to Djamarah (as cited of Afandi et al., 2013), discovery Learning is learning to explore and discover by yourself. In this learning system the teacher presents lesson material that is not final, but students are given the opportunity to find and find for themselves using problem-solving

approaches. Problem solving is a method that requires students to find answers (discovery) without special assistance. The teacher's role as a tutor or facilitator of learning, so that students do more activities alone or in groups to solve problems with teacher guidance.

4) Brainstorming Method

According to Muhaimin (as cited of Afandi et al., 2013) the Brainstorming method is used to conclude a number of opinions in one team on the same frame of mind. Brainstorming is a method that is very helpful in finding solutions to problems that require high creativity in solving them. With this method various solutions or ideas will be generated which can be evaluated, ranked and prioritized for implementation. The application of the Brainstorming method is useful so that students are more active and think creatively in expressing their ideas.

5) Discussion Method

According to Sagala (as cited of Afandi et al., 2013) discussion is a responsive scientific conversation containing an exchange of opinions which is intertwined with problematic questions about the emergence of ideas and testing of ideas or opinions carried out by several people who are members of the group. Which is directed to obtain solutions to problems and seek the truth. In discussions, there are always issues that are discussed, in the discussion the participants must express their opinions according to the topics discussed. Basically the discussion is different from the conversation, the situation is more relaxed sometimes interspersed with humor, in the discussion all members think too and a strict attitude of discipline is required.

The teaching method is a tool used as an appropriate strategy in achieving teaching and learning objectives. Without using the right method, the teaching and learning process will not run effectively and efficiently. In addition, the selection of learning methods that are not quite right will be an obstacle in achieving learning objectives. In choosing a learning method the teacher can combine several methods to be applied in the classroom learning process.

METHOD

In this reaserch used descriptive qualitative method. The qualitative research method is a research method based on the postpositivism philosophy, used to examine natural objects, where the researcher is the key, the data collection technique is carried out by means of triangulation (combined), data analysis is inductive or qualitative and the results of the research will convey the meaning more than generalization (Sugiyono. 2016). The research setting in this research was carried out at Elementary school in Jombang with the research period was carried out from March 20, 2021 to April 20, 2021. The subject reaserch was a teacher who taught English subjects. The researcher was interviewed English teachers about how the process of learning English at school.

Technique of data collection used by researcher the first is interview. An interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning in a particular topic can be instructed Sugiyono (2016). Based on Stainback in book of Sugiyono (2016), researchers will find out more in-depth things about participants in interpreting situations and phenomena that occur, where this will not be obtained during observation. Then the second is documentation, according to Sugiyono (2016) document is a record of past event, documents can be in the form of texts, pictures or monumental works of someone.

Technique of data analysis, according to Nasution (in the book of Sugiyono, 2016) data analysis explains that the analysis starts from formulating and explaining the problem, before going into the field, and continues until the writing of the research results. In this research, researcher will use data analysis with the Miles and Huberman model, in the book of Sugiyono (2016) through several processes, the first is data reduction, reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. That way the data that has been deduced will provide a clearer picture, and make it easier for researchers to carry out further data collection and deep searches if needed. Data reduction can be assisted with electronic devices such as computers or laptops by providing codes or symbols such as numbers, uppercase and lowercase letters to make it easier to compile research. In reducing the data, the researcher took the following steps :1) The data obtained during the interview which was recorded through the recorder was transcribed into written form. 2) Translating transcripts from Indonesian to English. 3) Researcher have collected important data and data that were less important to classified according to the needs of researcher.

The second is data display (Presentation of Data), based on Miles and Huberman (in book of Sugiyono, 2016) state that in qualitative research, researchers more often used data presentation in the form of narrative text. In presenting the data, the researcher developed a description of some information from the data that had been obtained. So the researcher presented the data in the form of narrative text, in the form of data obtained such as lesson plans (RPP) and textbooks used in learning English, researcher used to support important data that had been obtained from the interview process.

The third is conclusion drawing or verification, the researcher made a conclusions after carrying out the research process in the field. Reasercher concluded the results with comparing the lesson plain (RPP), textbooks, and the result of interview with the English teacher. So that, the reasercher was got a conclusions about online English teaching and Learning in Elementary school in Jombang.

FINDINGS AND DISCUSSION

Findings

The Implementation of Online English teaching and learning

Based on research data obtained by researchers during interviews with English teachers at Elementary School in Jombang, that online English learning is carried out in 1 meeting a week. Previously, face-to-face English learning was carried out within 2x35 minutes for each meeting, but during the Covid-19 pandemic. It was in accordance with school policy which stated the implementation of online English learning with a shortened learning time of 1 hour or 60 minutes as an effort to break the chain of the spread of the Covid-19 pandemic. In addition, based on the teacher's experience during face-to-face learning, students find it difficult to regulate learning concentration and students feel bored if learning is too long.

Table 1. The time when online English learning during the Covid-19 pandemic

English Teacher's Response
<p>Online English learning is carried out starting from the end of March 2020 until May 2021. During the online learning process, school starts from 7 a.m to 11 a.m. Online learning is held every day from Saturday to Thursday, while on Friday the school is free according to the schedule at the school. Online English learning is carried out in the classroom</p> <ul style="list-style-type: none"> • Class 3 on Sunday 8-9 a.m. • Class 4 on Sundays 9-10 a.m. • Class 5 on Thursday 7-8 a.m. • Class 6 on Wednesday 7-8 a.m.

This is in accordance with the theory according to Bahri as cited of Surur & Nadhirin (2020) which states that time management in the learning process is very important, because it affects the enthusiasm for learning and students' boredom during the learning process, so that it will affect the improvement of student achievement.

The process of online English learning is the same as when learning face-to-face at school. Learning English online is done through Whatsapp Group media. Learning is carried out like face-to-face learning, by providing learning materials first to students and then continuing with giving assignments as student evaluations of learning materials that have been explained by the English teacher. Learning is carried out like face-to-face learning at school so that students feel the online learning atmosphere is the same as face-to-face learning at school.

Table 2. Process of online English learning during the Covid-19 pandemic

English Teacher's Response
During the Covid-19 Pandemic, English learning is carried out online. English learning is carried out within 1 week 1 meeting with time allocation of 1 hour. Online English learning uses Smartphone or Laptop and Internet networks, through platform of the WhatsApp group application. The teaching and learning process uses the Whatsapp group application because it makes easier for parents of students who do not understand technology and the cost is cheap because it saves internet quota.

According to Pratiwi's theory as cited of Ngurah & Laksana (2020) states that the application of online learning is the same as the application of face-to-face learning, only the media used in the learning process is different. So it can be said that the implementation of face-to-face learning and online learning is the same, only the learning media is different.

The online learning process uses Whatsapp Group media because its use is considered easy for students and parents who do not understand technology. In addition, the use of Whatsapp Group media requires a low cost so that it will not consume a lot of internet quota.

Table 3. The methods used by the English teacher

English Teacher's Response
The method of online English learning is using the WhatsApp group application, by providing material and practice questions or assignments to students. Submission of learning materials and assignments is obtained from the students' worksheet (LKS) which are owned by every teacher and students at the school. Not only that, an English teacher also provides explanation material in the form of video so that students can understand the learning material easily. English learning materials for Elementary School students still focus on introducing the Alphabet in English, vocabulary, and spelling, so that learning media in the form of videos can be used as learning media that makes it easier for students to learn the material being taught. In addition, learning with

English learning video is more desirable and makes it easier for students to understand English learning material. Learning using English learning video will certainly provide fun and different learning innovations from learning like in the classroom.

According to theory of Rusli as cited of Ngurah & Laksana (2020) states that in the implementation of online learning, students must also pay attention to the financial condition and facilities of students and the infrastructure that supports the online learning process. So that online learning is carried out using whatsapp groups because it pays attention to technological capabilities and also the economic abilities of students' parents.

In the process of providing student assessments during the online English learning process, the English teacher at Elementary School in Jombang conducts an assessment by giving assignments. Giving assignments from the students' worksheet (LKS), in addition to daily tests, midterm test, and final exam. Student assessments are taken from the value of doing assignments properly and correctly and assessments during the online English learning process.

Table 4. The teacher assigns assignments and evaluates students' assignments

English Teacher's Response
The teacher gives assignments from the students' worksheet (LKS) and sometimes gives practice questions that the teacher makes herself based on the material that has been taught to her students. Then the teacher gives an assessment by looking at how students do the assignments given by the teacher, practical assignments, daily tests, midterm test, final exam, and student activity during online learning, students actively ask questions or not about the materials and assignments given by the teacher.

According to the theory of Miller, Lin, & Grounlund as cited of Imania & Bariah (2019) states that student learning assessment is a procedure for obtaining information related to student learning and determining decisions related to student performance or learning outcomes. So that the student learning assessment process is very necessary in determining the level of student success during the learning process.

The Inhibiting and Supporting Factors Faced by English Teacher When Carrying Out an Online English Teaching and Learning

1. Inhibiting Factors

After the researchers conducted interviews, data were obtained that the inhibiting factors faced by English teacher when carrying out an online English teaching and learning at Elementary School in Jombang during the Covid-19 pandemic.

Table 5. The Inhibiting Factors in online English teaching and learning

English Teacher's Response
<p>There are several obstacles faced, including :</p> <ul style="list-style-type: none"> • Students and parents who do not understand technology, because people who belong to a rural environment do not understand technology. • Few of students have Smartphones or Laptops, because their parents do not have either. • Laziness, online learning makes the students boring. • Lack of motivation, due to lack of parental support. • Cannot control students directly, because they do not meet face to face. • The difficult to assess the results of student work, because the teacher does not directly supervise how the student does the assignment given by the teacher, whether the student's work or the work of others.

To sum up, although learning English used fun media, implementing online English learning is difficult because of the lack of contributions from teachers, students, and also parents. The teacher's contribution as a teacher who cannot directly assist the student's learning process at home makes it difficult for teachers to control the level of learning success. Lack of support and the role of parents in supervising the learning process of students at home, as well as students who feel less motivated to learn during the online English learning process. So if the important role of teachers, parents and students cannot be maximized, then the online English learning process cannot run as expected.

a. Supporting Factors

There are benefits during the online English learning process at Elementary School in Jombang.

Table 6. The Supporting factors in online English teaching and learning

English Teacher's Response
<p>There are advantages gained during online English learning, namely :</p> <ul style="list-style-type: none"> • The materials learning that give to students can be more and more varied. If learning face-to-face in class students are only given material from the students' worksheet (LKS), but when online English learning the teacher can provide more teaching materials, for example the material explanations form English learning video the teacher takes from Youtube, additional material source on the Internet and others. • Efficiency of place and time for students, students can learn anywhere and anytime, for example teaching materials sourced from the Internet can be

accessed anytime and anywhere as their wish.

- Learning materials can be stored safely, because students use digital technology media, so it can be save the material of Online English learning well.

From the results of the interview above, the English teacher said that the implementation of online English learning had supporting factors. Online learning makes learning time and place more efficient for students. Students can study anywhere and learn anytime. Learning materials are also getting more sources and references.

Discussion

The Implementation of Online English teaching and learning at Elementary School in Jombang

Based on research data obtained by researchers during interviews with English teachers at Elementary School in Jombang, that online English learning is carried out in 1 meeting a week. Previously, face-to-face English learning was carried out within 2x35 minutes for each meeting, but during the Covid-19 pandemic, it was in accordance with school policy which stated the implementation of online English learning with a shortened learning time of 1 hour or 60 minutes as an effort to break the chain of the spread of the Covid-19 pandemic. In addition, based on the teacher's experience during face-to-face learning, students find it difficult to regulate learning concentration and students feel bored if learning is too long. This is in accordance with the theory according to Bahri (as cited of Surur & Nadhirin, 2020) which states that time management in the learning process is very important, because it affects the enthusiasm for learning and students' boredom during the learning process, so that it will affect the improvement of student achievement.

The process of online English learning is the same as when learning face-to-face at school. Learning English online is done through Whatsapp Group media. Learning is carried out like face-to-face learning, by providing learning materials first to students and then continuing with giving assignments as student evaluations of learning materials that have been explained by the English teacher. Learning is carried out like face-to-face learning at school so that students feel the online learning atmosphere is the same as face-to-face learning at school. According to Pratiwi's theory (as cited of Ngurah & Laksana, 2020) states that the application of online learning is the same as the application of face-to-face learning, only the media used in the learning process is different. So it can be said that the

implementation of face-to-face learning and online learning is the same, only the learning media is different.

The online learning process uses Whatsapp Group media because its use is considered easy for students and parents who do not understand technology. In addition, the use of Whatsapp Group media requires a low cost so that it will not consume a lot of internet quota. According to theory of Rusli (as cited of Ngurah & Laksana, 2020) states that in the implementation of online learning, students must also pay attention to the financial condition and facilities of students and the infrastructure that supports the online learning process. So that online learning is carried out using whatsapp groups because it pays attention to technological capabilities and also the economic abilities of students' parents.

In the process of providing student assessments during the online English learning process, the English teacher at at Elementary School in Jombang conducts an assessment by giving assignments. Giving assignments from the students' worksheet (LKS), in addition to daily tests, midterm test, and final exam. Student assessments are taken from the value of doing assignments properly and correctly and assessments during the online English learning process. According to the theory of Miller, Lin, & Grounlund (as cited of Imania & Bariah, 2019) states that student learning assessment is a procedure for obtaining information related to student learning and determining decisions related to student performance or learning outcomes. So that the student learning assessment process is very necessary in determining the level of student success during the learning process.

This research is similar to a thesis by Fauzi & Sastra Khusuma (2020) whose findings show that most teachers said the online learning process is not effective because there are many problems experienced during online learning, including lack of internet network facilities and internet quotas, learning planning and student evaluation are difficult for teachers to do, besides that it is difficult to build cooperation with students' parents. Teachers must also be able to have interesting teaching resources so that teachers often modify teaching materials in the form of audio-visual so that learning is more interesting for students.

The Inhibiting and Supporting Factors Faced by English Teacher When Carrying Out an Online English Teaching and Learning at Elementary School in Jombang

1) Inhibiting Factors

After the researchers conducted interviews, data were obtained that the inhibiting factors faced by English teacher when carrying out an online English teaching and learning at Elementary School in Jombang during the Covid-19 pandemic, namely :

1. The support and role of parents in supervising the learning process of students who were lacking

Parental support and supervision in the online learning process of students is also very important. The role of parents in supervising children's learning at home is very important. When students study at home, the guidance and supervision of parents in the child's learning process at home is very necessary. This is in line with the theory put forward by Zahrok (as cited at Utami, 2020) stating that the family plays an important role in instilling habits and behavior patterns, as well as instilling values, religion, and morals according to age and culture in the family. From the above theory explains that parents as a major role in the growth of children. So when the learning process is carried out at home, it is a very good thing, because family relationships are more visible. In addition, children become close to their parents. So with that parents will certainly interact more often and supervise when learning at home between parents and children. Parental support and motivation are also very necessary for children, because when learning at home children are easily bored, so parents are required to be patient and must be able to condition the learning process so that it is more fun for children.

2. Few students who have Smartphones or Laptops

One of the inhibiting factors that makes it difficult to implement online learning is the low human resources of parents so that online learning cannot run smoothly. This is in accordance with theory of Aprilia (as cited at Habibah et al., 2020) stating that ownership of digital devices is a separate problem during distance learning, even if teachers and students have online learning support facilities, their technological devices are still inadequate in carrying out online learning activities. From the statement above, it is in accordance with what is experienced by students at Elementary School in Jombang that online learning

support facilities are still an obstacle in the implementation of learning at the school.

3. The feeling of laziness and student motivation decreases

Students find online learning boring because of different situations and circumstances. When learning online there are no teachers who accompany directly and there are no friends like when studying face-to-face at school. So that students feel less enthusiastic in carrying out the learning process. According to theory of Al-Qawiy (as cited of Prawanti & Sumarni, 2020) states that learning saturation is a person's mental condition when he is experiencing boredom and fatigue resulting in a feeling of sluggishness and lack of enthusiasm to carry out learning activities.

4. Teachers cannot control students directly

The implementation of online learning or making it difficult for teachers to control the development of student learning. The teacher cannot know if the students have understood or not the material that has been taught by the teacher. This makes the teacher unable to monitor the development of student performance in understanding the learning material. According to theory of Rusman (as cited at Fauzi & Sastra Khusuma, 2020) states that the key to the success of an education is the touch of the teacher's hand, because the teacher teaches students directly. From the theory above, it can be seen that teachers are the main factor in education because teachers teach and guide students while studying at school, so in the application of online learning the teacher will find it difficult to control students because the learning process and communication between teachers and students are hampered by distance, it will be difficult to know level of development of students.

5. Teachers have difficulty in evaluating student work

The teacher does not directly supervise how the student does the task given by the teacher. Students' honesty is the main factor because since online learning students who have low grades actually have the same high value as students who excel in face-to-face learning in class, for that honesty is the most important factor so that the teacher assumes that the results of the student's work are not the result of pure student work but the work of the student's relatives or parents. According to the theory of Daryanto (as cited at Adila, 2020) states that

evaluation is a process to collect information, make considerations regarding information, and make decisions based on the considerations that have been made. The theory above explains that evaluation is a determinant of the success of the learning process, so if students do not do assignments honestly, teachers will find it difficult to get results from the online learning process during the covid-19 pandemic.

To sum up, although learning English used fun media, implementing online English learning is difficult because of the lack of contributions from teachers, students, and also parents. The teacher's contribution as a teacher who cannot directly assist the student's learning process at home makes it difficult for teachers to control the level of learning success. Lack of support and the role of parents in supervising the learning process of students at home, as well as students who feel less motivated to learn during the online English learning process. So if the important role of teachers, parents and students cannot be maximized, then the online English learning process cannot run as expected.

2) Supporting Factors

There are benefits during the online English learning process at at Elementary School in Jombang, namely :

1) More teaching materials are given to students

Face-to-face learning in class only uses teaching materials in the form the students' worksheet (LKS). But when onlien English learning, teachers can provide more and more extensive learning resource materials to students. For example learning from videos on YouTube, additional material on the internet in the form of books and other online assignments. In addition, the use of online learning media can be modified into interesting learning for students. Based on the theory from Mclsaac and Gunawardena (as cited at Supriadi, 2017) stated that learning resources that can be used for learning needs are very diverse in type and form, not only in the form of printed media such as textbooks but teachers can take advantage of other learning resources such as educational radio, television, computers, e-mail, interactive video and multimedia technology. From the statement above, it can be understood that learning resources are very broad, so teachers only need to innovate and develop learning resources so that they can be used as learning resources.

2) Efficient time and place for students

Online learning provides the advantage that learning can be carried out anytime and anywhere. If face-to-face learning in schools can only be carried out in schools, then online learning is different. By implementing online learning, the time and place used are more efficient. Students also more easily access learning materials and assignments given by the teacher, for example learning materials sourced from the internet which can be accessed anytime and anywhere. According to the theory of Bower et al., (as cited of Saefulmilah & Saway, 2020) states that the most prominent characteristic of online learning is that it provides convenience and flexibility for lecturers and students, especially to determine online learning schedules regardless of location. This theory is the same as the application of online learning, which has the benefit of flexible time and place in the implementation of the online learning process.

3) Learning materials can be stored safely because they use digital technology media.

Learning using digital media provides benefits for students. Students no longer need to record material in notebooks, but students can take advantage of storage on smartphones or laptops. With saving the material shared by the teacher through the Whatsapp Group learning media, so that the learning material will be stored safely. According to the theory of Yaumi (as cited of Habibah et al., 2020) which states that learning media has advanced and developed along with the birth of a communication reform that is used for learning purposes, learning technology can help to facilitate humans in terms of work, especially in the field of education. Based on the above theory explains that technology can be used in learning at school, with technology it can make work easier.

This research finding is complements of thesis by Setiawardhani (2013) whose findings show that some teachers said that the implementation of online learning is ineffective because it has obstacles including learning that makes students less motivated to learn, lack of support systems from parents and student learning interactions and teachers are limited. Then how many teachers think that online learning provides new learning innovations for

teachers and students. With technology-based learning, teachers who have high creativity are needed to create interesting and fun learning.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research above, it can be concluded that online learning at Elementary schools in Jombang during the Covid-19 pandemic was carried out using the WhatsApp application. WhatsApp group media was chosen because it is easy to use for students and requires cheap internet quota fees. According to one teacher at the school, online learning is less effective because it has obstacles, including online learning makes students less enthusiastic about learning, communication between students and teachers is difficult to implement and lack of technological knowledge for parents. Among these obstacles, there are also advantages in implementing online learning, namely wider learning resources, flexible study time and unlimited space, and being able to store materials and assignments more securely and more easily using a Smartphone or Laptop. Besides the advantages of implementing online learning, one of the teachers at an Elementary school in Jombang prefers to do face-to-face learning rather than online learning because it is considered much more effective and learning becomes more optimal.

Suggestion

Based on the research results obtained, researchers obtained useful information for researchers and readers. For the teachers, in the implementation of online learning, teachers should further increase creativity in the use of digital learning media, have references about fun and effective online learning so that students are not bored in carrying out online learning. Teachers can use learning with video calls or video calls with students, so that communication between teachers and students is maintained properly. For the students should be able to build a fun learning atmosphere and conduct online learning as they expect. Students can also find their own learning resources other than those given by the teacher so that they understand more about the learning material being studied at school. That way students' learning motivation will increase and students will be more enthusiastic in carrying out online learning. For future researchers, the researchers hope that future researchers can do better research and reveal things that have not been studied about English Teaching and learning in different cases, of course.

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A SOCIOLINGUISTIC ANALYSIS OF TABOO WORDS USED BY THE MAIN CHARACTER IN *BAD MOMS* MOVIE

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Abstract: Taboo is something that considered bad and inappropriate or forbidden to do, even the words to be spoken freely in language use. It relates to the rules, ethics, and norms between individual relationships with others in an area or society. Taboo words use is one of disphemism types or a form of human's expression with use the words that have bad connotations and bad meaning and can hurt the others, people must avoid it with use the more polites words, neutral words or the words can not cause the negative effects or reactions to the others. The author does the research of the taboo words that spoken by the mom's characters in the *Bad Moms* movie with a descriptive qualitative approach with use sociolinguistic to understand and make the language as the object. The movie tells about the women who take care of all their works and children without helps from the man or their husband, but one day they feel bored with much works they do and want to escape their responsibilities and regain their freedom and pleasure which have been delayed. The purpose of this study is to identify the types and the functions of the taboo words which spoken by the mom's characters of the *Bad Mom's* movie or the data is taken from the movie's script. This article tells about the American views of the mom's character or which categorized bad from their daily speech, specially in taboo words use, because speech or discourse can cause an image self or represent theirself.

Keywords: *Taboo, Sociolinguistic, Bad Moms Movie*

INTRODUCTION

Language is the important thing in human's life. With the language, people can communicate each other such as share and give the ideas, views, suggestions, information, intentions, and make a social interaction. The people can not avoid that they need a communication with the language in their daily activities because people are social creature and without the language, human's life will be difficult. Even, the people with disabilities or people who do everything more difficult than other because of physical or mental abnormalities have their own language to communicate. And based on Wardhaugh (2006) the communication starts when two people or more use a code which is usually called by the language in their speech.

Language has developed and has the other purpose than communication only in use, depend on what the people want. The other purpose is the people as the emotional creatures use the language in ideational function or they use it to express, interpret or hide their feelings when they are happy, love, sad, gloomy, angry, frustrated, and show their identity based on their experience. It's function also sometimes worst and violates the existing of courtesy rules or norms in society such as to insult, to ridicule, to curse, to demean, to criticize, even to kill the others. People show their good emotion with soft or soothing words and show their bad emotion with use harsh or painfull words which can cause the others to be annoyed, offended, or other uncomfortable feelings. And however, in those situations language is the actualization of human's thought verbally (Laili, 2017).

The words that have bad meaning or bad connotations are usually called by dysfemism term. The words catagorized bad because they are not appropriate to be spooken and can hurt and make the others disturbed and become uncomfortable. To avoid it, people will prefer to choose the words that are subtle and do not cause an adverse effect. It can be used in various forms, ranging from words, phrases, clause, sentences, even paragraphs. And based on Allan and Burrige in Laili (2017) as the language's development result in the culture, it has eight types and one of them is taboo terms.

In language use, the taboo is an unique phenomenon. Even thought Language in the social value has important role for social access because both language and society are intertwined each other, the words or phrases which previously are only spoken and heard in a private place, now they are often happened in public places such as on television and movie. It is considered bad and inappropriate or forbidden to be spooken freely or the words considered immoral and it usage have to be avoided by the human, but along the times taboo words now has been tolerated by the society in communication (Chaika, 1994).

Deliberatly or not, media also participates in disseminating the use of taboo words and one of it is movie. The utterances which contain taboo are often be presented and create public persepction that taboos are allowed as the topic of conversation and people become easier to speak with use taboo words. They ignore the high potential

enough to harm the others. The use of taboo freely means that the sensitivity has been decreases in filtering and even to recognize it (Burridge, 2006).

The reality that happened and grows in the middle of the society has recorded into the cinema. Almost every movie uses taboo words in the dialogue or script especially movie with certain genre such as comedy drama. The use of taboo word makes the character when express their emotions looks like natural and makes the movie interesting to watch although in real life it's use refers to offensive the other people usually (McQuail, 1987).

In *Bad Moms* movie, there are taboo words which are found in the conversations or movie's script at a glance. The usage of taboo words in this movie are: as a dirty joke, shocked feeling, and the emotions. This unique phenomenon can portraits the interaction of the society in the life in real and how the mom characters potrayed and categorized as bad by the words that have bad meaning and bad connotation or namely taboo uttered by the character. So that the author interest to analyze the taboo words notabely in types and functions that uttered and found.

LITERATURE REVIEW

Taboo

Burridge (2006) stated that taboo considered as something that linked with various things that should not to do or banned to talk about by the people where firstly it comes from *tabu* word of Tongan terminology in Polynesia language and then taken to English that the meanings are "to forbid" and "forbidden". It can be used for all restrictions and prohibition from which is usually use by the superiors to the subordinates. The human in a group is not allowed to do thing that recognized as taboo such as behave vulgarly, because it can result uneasiness, hurt, and injury. And Trudgill (2000) also stated that there is the powerful connection among taboo which relates toward the habitual and taboo towards the words usage, and both of them be baned and recognized as something immoral in some conditions.

Fairman in Anggita (2017) is said that some taboo is attached in the certain human's environments. There are several things that are prohibited to do and several words prohibited to be uttered. some actions with it word are both considered as prohibited thing such as *Incest* activity, and also there is only one of them or not both at the same time which recognized as taboo such as sex.

Types of Taboo Words

Taboo words based on Battistella (2005) classification comprehensively include some categories such as cursing, profanity, obscenity, vulgarity, and epithets. Further, Wardhaugh (2006) also says that taboo words are ignored in some events because of its function. The functions include *to draw attention, to be provocative, to show contempt, and to mock authority*. And here the explanations:

1. Profanity

Becoming profanity means that unaware or intolerant to the certain religion value guidelines. Profanity usually considered as cursing of religious when religious terminology is used to express something outside the monastery, church or other holy places doctrines and degrades God, religion, or other something great and sacred. These might be: *Jesus Christ, oh my gosh, oh my god, goddamn, For the love of Christ*.

2. Obscenity

Obscenity in human's morality is considered as something disgusting, impolite, and also leads to the certain acts or parable of sex or relates to differences of sex vital organ or sexual and the function of excretion which pronounced in roughly usually so that the usage is not allowed or be banned in public and reject the sentiment. Some words which get general restrictions are: *fuck, Shit, motherfucker, cunt, or tits*.

3. Vulgarity

Vulgarity and obscenity have similar basis, but the contrast among them is related to prurience's level. Jay (2009) emphasize that vulgarity usage is to insult or drop anything targeted or explain targeted with the vulgar words such as words of *buttock, snot, dick, bitch, booger, penis, piss, boobs crap, kiss my ass, bush, on the rag, poke*.

4. Epithets

Epithets are strong emotional outbursts for a moment in language usage with use the kinds of slurs such as *bitch* word where it usually pronounced due to frustration or anger feeling or it is used to decrease those. Usually it relates to the race, ethnicity, sexuality, gender, someone's appearance, and disabilities. The examples are: *shit, fuck, goddamn, hell, bitch, fuck you, Motherfucker, nigger, russia, tit-man, et al*.

Functions of Taboo Words

Taboo words in use have reason such as to get the attentions, to display insults, for provocative actions, and to decrease authority. Wardhaugh (2006) states that it can get others attention with the strong and powerful words connotation. some functions with some examples are:

1. To Draw the Attention

Usually Human pronouns the taboo words to be noticed by the others. In Anggita (2017), Mc Edward argued that the speaker with use taboo words can stimulate the listener's reaction. And The words below are the example:

Stacy : I just fucking said that, Vicky!.

In conversation above, stacy avers to vicky that waht vicky said is had been saying by stacy and stacy feel vicky doesnt pay attention to her before.

2. To Show Contempt

The taboo words can be used by one person to show insult to the others as the listener. The insult means here that the human impression or maybe some things are completely useless and will not be considered. In other words, the words which used can offend and hurt others.

*I told you stupid **damn beggar** is prohibited from entering*

The taboo words above are damn word and beggar word. Those words functioned to show contempt, shy, and reject malin kundang that want to meet his mother.

3. To Be Provocative

When the taboo words is used, it can provoke some responses from the others as the target such as violation or anger. This suitable with the state of Rothwell in Anggita (2017) that chaotic reaction with verbal obscenity can be caused and this is the most efficient way to get the response that what the speaker expected.

John : I told you not to fucking show up your pig face. What the fuck?

Wijk : will you fight with me, huh?

In dialogue above, John feels disturbed and uncomfortable with Wijk. He provokes Wijk and then Wijk feels angry because John had insulted him and he wants fight with John. John's goal is achieved.

4. To Mock Authority

Sometimes the taboo word is used when people dissatisfied toward the government or certain institutions. Rothwell in Anggita (2017) explains that verbal obscenity significantly uttered towards the government, rebellion towards the power, and incivility towards any sacred things because of the human's disappointment with the fact or any things that are not same with the expectation or imagination before. For example: *all that shit with government's promises*.

METHOD

Research Design

The method that named as Descriptive qualitative becomes the research design for responding and solving the problem of the study since the data is in non-numerical. With this method, the writer has purpose to describe the exist condition and get description of the words that considered as taboo words of movie character's. Even Bodgen and Taylor in Wibowo (2008) claimes that data description including words can be produced with that method. And eventhought qualitative research's finding not in statistical, the data interpretation is presented to explaine easily and clearly in percentages form.

Data Source

The data source is Bad Moms movie dialogue that spoken by the movie's character that supported by the downloaded script and the researcher also does observations from the motions, expressions of face, tones and physical relationship between the characters for accurate data.

Research Instrument

This research's key instrument is the writerself, since he acts as the person who wants that research problems are found. In the qualitative research, the writer acts as the major instrument. The writer who does the planning, collecting data, analyzing the data, and reporting the data. Moreover, he also employs the data sheet as additional instrument.

Data Collection

The writer observes and does documentation while listen and do the field note to get the data collection. The writer uses this technique because it is a linguistic technique. All steps have been passed by the researcher since watching the movie

closely and carefully until get the accurate data that supported by the script (Sudaryanto in Anggita, 2017).

Data Analysis

After the data collection procedures done, the data is ready to be investigated finally. The collection of the data and analyzing of the data are attached to one another. The point is when data collecting's process is done by the writer, actually the analyzing of the data process is doing also by the writer at the time. While watching the movie as the object, the researcher observe and also categorize, classify, and analys it since the data in the table :

Table 01. Types and Function of Taboo Words in *Bad Moms* Movie

No	DIALOGUES	TYPES OF TABOO WORDS			FUNCTION OF TABOO WORDS				EXPLANATION	
		Profanity	Obscenity	Vulgarity	Euphemism	TDA	TSC	TBP		TMA
1	Amy : I usually end up eating a s*itty lunch at my desk, and I try to work out once a week.	√				√				Amy is a women career. everyday she goes to work. She gets the lunch in her company, but she utters the word shi*ty which indicates that she does not like something in this case it related to the food about the taste. Therefore, the word s**t utters to show contempt which amy does not like.
2	Amy : there's PTA meetings, and volunteering and parent-teacher conferences. Je*us, Miss Wiggins fucking hates me!	√				√				Amy has a lot of work, but she always coming late especially in meeting between parents and teachers until Mrs Wiggins doesnt give her smile or only stare sharply at herself. She shocks with mrs wiggins expression
3	Amy : there's PTA meetings, and volunteering and parent-teacher conferences. Jesus, Miss Wiggins fu*king hates me!	√				√				Amy is a mom and mrs wiggins is a teacher, but when amy comes to mrs wiggins room the expression of mrs wiggins is not enjoyed and amy utters the word fu*king to show her gloomy feeling

And The difference here is that the data are discussed and reported by researcher.

FINDINGS AND DISCUSSIONS

Types of Taboo Words

1. Profanity

Profanity is happened when someone use religious term in a profane, temporal, or apathetic reason such as *Jesus Christ, Oh My gosh, and Goddamn*. In this study or profanity frequency in *Bad Moms* Movie becomes the most of taboo words type that is found. It appears 23 times and in its frequencies only found two motives, to express suprised feeling and express or decrease disappointed feeling. Here are the examples:

Jane : I made a team I made a team
Amy : Oh, my **God**, I am so relieved
 (Datum 7) 06:29

Dialogue is happened when Jane tells her mom's Amy that the results of the soccer school test be announced at 9 pm. Jane very happy because herself is accepted, Amy who accompanies Jane surprised and spontaneity utters the word *Oh, my God*.

Jane : *because you hate me!*
Amy : ***Holy shit***
(Datum 8) 07:07

Jane feels that Amy does not pay the attention more to her and she also feels that Amy hates her. Hear and know what Jane said, Amy responses with a surprise and disappointed feeling and then utters the word *holysht*. *Holy* word which is considered sacred is abused in the literal meaning when used with word *shit* that indicate the sexual activity.

2. Obscenity

Obscenity becomes the second dominant taboo word types which is uttered 19 times. Obscenity in human's morality is considered as something disgusting, impolite, because it leads to certain acts or parable of sex. Here the examples:

Mike : *Yes, okay, I was masturbating online with some chick.*
Amy : ***What the fuck***
(Datum 15) 07:52

Amy catches Mike and shocks because Mike is dating online with a naked girl and then uttered *fuck* word. *Fuck* word is categorized as taboo and she uttered it toward mike because she is not respect, attack him and feel angry with use that word.

Amy : *I know we make fun of them, but **fuck, I love them so much.***

Kiky : *Me too*

(datum 45) 51:59

Amy tells to her friends that she will be very happy when her children has happy life. she utters *fuck* word that refers to the sexual activity. It word is uttered to emphasize her feeling and to get her friend's attention with that unformal speech.

3. Vulgarity

Vulgarity word refers to the vital body or anatomy of sex and the function of excretion. The user in less education or in lower class usually uses that word and named as street language term. that word is used to condescend referred things or to lost the gap between the language user or people. Here the examples:

Amy : Oh, I loved breast feeding until my nipples started cracking.

(datum 40) 41:24

Amy tries to get close with some guys in the club with use various language.

When she talks to the man in the club, she uttered the word that refers to one of her vital body's part after several failed trial with use formal language. She utters the word *nipples* to get and draw the man's attention towards her.

Amy : your fucking dick would explode.

Mike : My dick would never explode cause it's indestructible.

(datum 51) 01:06:27

In front of the psychiatrist Mike and Amy argue each other until Amy feels angry and then says that one of Mike's vital organs will become destroy. Amy utters *dick* word which refers to the mike's vital organ.

4. Epithets

Epithets are included slur variety which is linked toward the race, sexuality, gender, one's appearance and disability. The words are like bitch, Russia, nigger, words. The user when use it usually because of frustration or anger feeling. Epithet is used as the strong emotional outburst in a moment and to decrease anger and being frustrated feeling. And the finding of this research is :

Amy : you idiot.

Jane : We totally snuck in.

(datum 32) 32:41

Amy with Jane go to the spa. Jane feels that they do not have money to pay the spa services. But Ami's friend Carla as a spa employee has an idea and asks them to enter through the back door for free. Amy dislike with the way because they have to through the small hallway of the warehouse and uttered the word *idiot* that targeted to Carla. That word is uttered because of ami's emotional outbursts for a moment and that word also has the bad meaning of the human character.

Functions of Taboo Words

Several functions or utility of taboo words that uttered or spoken by the Bad Moms movie's character are found. That taboo word's functions in totalling 4 are be appeared with their examples in this research and they are to draw attention, to be provocative, to show contempt, and to mock authority.

1. To Show Contempt

To show contempt in this research are appeared for 14 times. The reason of those words are used by the movie's character because of their disrespect feeling

toward the addressed that can be expressed with use those words. further, this is can be concluded that the speaker's aim is attacking the other people's pride who become their opposite. And for the clear explanation here some examples:

Mike : Yes, okay, I was masturbating online with some chick.

Amy : **What the fuck!**

(datum 15) 07:52

Amy shocks that Mike honestly tells her that he has dating online with a naked girl for the long time. Amy is disappointed and really angry with him and then utters the word *fuck!* that has bad meaning and bad connotation and the function of its use by her is to insult mike as the target or object.

Amy : I usually end up eating a **shitty** lunch at my desk, and I try to work out once a week.

(datum 01) 01:25

Amy as the main character firstly introduced as a hard worker and always every morning gets the breakfast in her office. She explains that the taste of the breakfast that she gets in her office is poor. Amy describe the food's taste with use *shitty* word that refers to sexual activity in literal meaning, disgust feeling, and in this case to insult the food about the taste.

2. To be provocative

To be provocative of taboo word's function in this research only appear once. The function or the utility of that word can makes the other people who being addressed and as the listener and can arise certain response such as anger feeling, and successful or not the usage of it when the response that arised same as the expectation of the speaker. Here that word usage 's function:

Amy : **your fucking dick would explode.**

Mike : My dick would never explode cause it's indestructible.

(datum 51) 01:06:27

In front of the psychiatrist Mike and Amy argue each other and because of Mike selfishness, Amy says that one of his vital organs will become destroy. Amy uttered the word *dick* that insult him and refers to his vital body part. That word can causes a disgust feeling for others. And in angry feeling with use that word, amy hopes bad reaction will Mike get and can causes anger feeling too of mike.

3. To draw attention

To draw attention of taboo word function in this research appears 40 times. The words that have to be avoided can have the function to draw attention when

those words are spoken and used to attract other people's attentions because of their power and connotation and the listener's reaction can be stimulated instantly by them. For more detail here some found:

Jane : I made a team I made a team

*Amy : Oh, my **God**, I am so relieved*

(Datum 7) 06:29

Jane very happy because she had been accepted in a soccer school Amy who accompanies Jane to wait the result to be announced is surprised, happy and proud of her. Amy spontaneity utters the word Oh my God which is religious term. She utters that word because of her attention and surprised feeling or psychology factor. That word is used to express feeling towards unusual event and in this case is her daughter success.

*Amy : I know we make fun of them, but **fuck**, I love them so much.*

Kiky : Me too

(datum 45) 51:59

When Amy, Carla and Kiky are eating, they share each other about behaviour, strange habits or shameful moment that their children do. Then, Amy feels truly will be happy when her children have happy life and emphasize it with use the word fuck. That word refers to the sexual activity, but in this case it is used as street language and with that language she can get attention and get closer with her friend.

DISCUSSION

This is explanations of findings about taboo words that spoken by the main character of Bad Moms movie. From the process of the analyzation there are 53 of the types of words that have to be avoided in use free in public places such as profanity, vulgarity, obscenity, and also epithet. All of those types are taken from the main character speech in the movie and supported by the movie script. The dominant or the highest of the types of the forbidden words that named as taboo which are used and spoken by the main character is Profanity types which found and shown 23 times in the conversations or dialogues. Then, the second frequency of those word's functions that often be spoken are obscenity which appeared in 19 times. Finally, the least to occur is Epithet that is only be uttered and found once.

There are several functions that found and *to draw attention* function becomes the majority or the function with the highest frequency which are shown 40 times. Not all taboo words functions are found in the *Bad Moms* movie such as to mock authority function. Meanwhile, to mock authority function is not found in *Bad Moms* movie because the movie theme is all about Amy Mitchell life as a mom with her two friends Carla and Kiky, her job responsibility and also her family. And as for to show contempt function of taboo words in this research only found as the second high frequency because Amy Mitchell character often pronouns taboo words when she feels surprised, angry, and disappointed.

If we compare this research with the other research such as In *Get Hard* movie, there are differentiations about the data where in *Get Hard* Movie is founded 279 data and classified into eight types of the words that forbidden to be spoken and used in language usage. Those data is taken from the *Get Hard* movie and supported with it script. They are in the *profanity, obscenity, vulgarity, epithets, slang, scatology, and insult and slur* types. Each category of that words have their own function and motivation which is based on the context of why and how the taboo words be uttered. *To Show Contemp* becomes the most founf of the function of that word. about the motive, anger becomes the most found and both of them are spoken and found in *Get Hard* Movie. this movie's genre is also a comedy movie, but the characters are multi sex (Sanjaya, 2018).

In other research especially in *Bad Teacher* movie (Siregar, 2021), obscenity becomes the most type with the highest frequently in use and epithet as the lowest. The writer of this research concludes that it is happened because to insult others, the user can use taboo word in obscenity type or the most effective. Teacher as the user use obscenity to contempt the object or addressed. And the teacher character becomes bad with the words that use. And with those previous research, this research has the difference result where the character, area, producer, or stygma is difference also.

CONCLUSSION AND SUGGESTION

Language use in the middle of the society has the rules and differentiated based on human's age. Language can also describe how the user is where there is a gap between the higher and lower class, educated and uneducated person, an area with other

area eventhought nowadays the street language or the words that should be avoided in use firstly are used and showed in the cinema. Because of those reasons the researcher found and the objective of the study firstly in identification about the types of word that have bad meanings and bad connotations are profanity, obscenity, vulgarity, and epithets with the various frequence.

The second found about the objective of the study is the functions of taboo words where to draw the attention or to get the attention in other term becomes the highest frequency. The main character uses taboo words with this function to get the audience's attention or the people who watch the movie and the main character friends or family. Taboo words with epithets function becomes the lowest frequency because the character only really fell angry when she with her husband argue each other. With that's word the user can attack the mental or psychology of the target.

Previous research has only focused on the depiction of the profession, none of which discusses how the mother figure is portrayed badly in a american film. With the sociolinguistic approach, the above results were found related to the types of words that are inappropriate to say and what their functions are when they are spoken. Beside that if we know the functions and motives in the words use we can not directly state about other character.

The last, several things that become the other problems of this research are like toward the issue of gender and status of the social. And in the future, several studies which have the similarities may better to research, investigate, or discuss those problems. Observation can be done to know the relation of the words that have bad meaning and bad connotation with the issue of gender. Beside that in the society, the relation of those words with the issue of the social also can be identified by the others researcher or other investigator because in this research only found the data totaled in 53 data, the other investigator, analyzer, or researcher who will do some researches or analyzing which have the similar topic, other movie that may have more data can be used in the research.

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DONALD TRUMP'S PERSUASION TECHNIQUES IN THE U.S.

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Abstract: Persuasion is an important aspect of communication in our daily lives. The main purpose of persuasion is to convince other people to change their belief, attitude and behaviour. Here, the researcher wanted to find out the techniques of persuasion used by Donald Trump in his political speeches in American presidential election 2016. This research was designed by using descriptive qualitative method. here, the researcher used discourse analysis because the researcher tried to study and understand the functional use of language, that was, persuasion which was used by people in their conversation to influence other's attitude, belief and behavior. The data were Donald Trump's utterances containing persuasion which were observed from his speeches within American presidential election. The data had represented all data of Donald Trump's speeches. The data were analyzed inductively through the observation done by the researcher himself. In addition, the approach for analyzing the technique of persuasion was based on the Gorys Keraf's theory of persuasion. It was found that Donald Trump used several techniques of persuasion to get support from the audience and invest his idea in delivering his speeches. These techniques are: rationalization, identification, suggestion, conformities, compensation, displacement and projection.

Keywords: persuasion, persuasive language, discourse analysis

INTRODUCTION

Finegan (2004) defines language as a vehicle of thinking, an expression mechanism that facilitates the transmission of ideas from one individual to another. People often use language to communicate their ideas; when we speak, we try to express to the listener what we are talking about, how insightful the subject is, and how well-founded, important, and perceptive these messages are. Furthermore, Finochiaro as quoted by Oktavinus, (2006) claims that language is a system of arbitrary vocal symbols that people from a particular culture or other people who have already learned that culture's system of culture use to communicate and interact. Language also occurs in tandem with human communication needs.

Communication, according to Hovland as cited in Arni, (1992), is the mechanism by which a person transmits stimuli (usually verbal) to influence the actions of others. Furthermore, in our everyday lives, persuasion is an important part of communication. We are encouraged to purchase goods in order to preserve social relationships, endorse reforms, and vote for political candidates, since the goal of persuasion is to persuade us, the listener, to change our particular belief, attitude, and behavior (Adler, 1985).

According to Palapah as cited in Sunarjo (1983), the term "persuasion" comes from the Latin "persuasio," which means "to convince." Persuasion is described by (Keraf, 1989) as a verbal art aimed at persuading someone to do something that is necessary for the speaker's purpose at the time. It means that the speaker is attempting to convince the audience to do something without resorting to intimidation or coercion. As a result, in order to persuade, the speaker must make an attempt to motivate the addressee to make a decision.

Persuasion often tries to change someone's mind; it tries to persuade them to agree and do as the speaker says. According to Sunarjo (1983), communicative persuasion aims not to harm people's pride feelings since it is aimed at motivating others to improve their attitudes, belief, and attitude without external encouragement or violence. According to Ernest (1981), rhetorical utterances are a major factor in persuasion. Rhetoric, according to Plato, is the practice of persuading the soul by discourse. The use of language in speech and writing to produce meaning is referred to as discourse.

The ability to reach an understanding between a listener and a speaker is the most critical aspect of persuasion. It is a method of persuading someone to believe what the speaker wants, and it begins with the belief of those to whom the speaker or writer speaks or writes. For the listener, the speaker's persuasion, logic, and integrity are never divided objects (Hart, 1989). Furthermore, according to Aristoteles (as quoted in Keraf, 1989), there are three fundamentals of persuasion. The first is the speaker's character and integrity. Whether the audience recognizes him or her as a person of good character, conversations will take place as expected by the speaker. The speaker's ability to keep the audience's emotional attention is the second factor. It means the speaker has the ability to influence the sentiment and emotion of the audience. Third, you'll need proof and information to support your point.

Persuasion, according to Hogan (1996), is the process of instilling beliefs and values into someone's self by influencing their thoughts and measuring them using a constructive approach. The speaker will express his or her thoughts verbally during a campaign or political oration. Furthermore, certain tactics can be used in delivering his or her speech to endorse his or her ideas; persuading the audience's confidence in order for the audience to approve the speaker's purpose. In this situation, the speaker might even try to persuade the potential voter to change his or her mind. A campaign or political oration's primary goal is to provide people with the knowledge they need to make an informed decision at the polls. A campaign or political oration may help pique public interest while still informing voters about the issues.

Dramatizing language in political debate, especially in political speeches, is an art. This is meant to persuade others, but it is not always said frankly or absolutely sincere, even though the speech contains certain terminologies that represent fact. It enjoys all forms of art; a political dialogue represents the speaker's and listener's social ties, awareness, personality, and disproportionate influence. Due to the speaker's elevated status in society, he or she is able to influence and constrain the contributions of non-powerful listeners. As a result, the speaker tries to persuade the audience to do what they wish by their statements in political speeches.

In the United States, the presidential primary or presidential election is held in Florida. It took place on November 8, 2016. Elections are performed in the United States at all levels of government, including the presidential republic, federal states, and city governments. It's referred to as a general race or primaries. This election is being held in order to select candidates. The electors choose a few candidates to run in the second / general elections, generally from a wider field of candidates (Mackenzie, 1986). It is normal for the remaining candidates in general elections to join just a handful, if any, of the two major parties: the Republic and the Democrat parties. After the nominees have been selected, they will begin to advocate for their respective visions.

The researchers use Keraf's principle of persuasion to interpret Donald Trump's speeches in this report. Furthermore, the researcher is particularly interested in Trump's or Donald Jhon Trump's voice. How he persuades voters to vote for him. He wins with 289 electoral votes over Hillary Clinton, who receives 218 votes. Furthermore, voice

has the ability to alter the speaker as much as others. Baird (2006) chose Donald Trump's speeches for this analysis because they include convincing and motivational tactics that can be used to influence his audience or potential supporters during the 2016 US Presidential Election. Donald Trump tries to persuade the listener of his willingness to use words in his voice.

This research connects to prior work in the same areas. Sukirno (2003), Hidayati (2007). Based on the aforementioned interpretation, this study uses Keraf's principle of persuasion to analyze Donald Trump's text speeches during the 2016 US Presidential Election. Specifically, this study aims to clarify the interpretation of Donald Trump's persuasion rhetoric during his 2016 presidential election speech in the United States. It includes explaining about rationalization, identification, suggestion, conformities, compensation, displacement, and projection technique in Donald Trump's speeches on the American presidential election 2016.

Discourse analysis is dedicated to determining what language is used for and how it is used (Brown & Yule, 1983). It suggests that discourse research is concerned with the vocabulary used for conversation and how the addressee interprets linguistic messages. Discourse analysis, according to Trudgill (1992), is a branch of linguistic units above the sentence, such as texts and conversation. Discourse analysis divisions that fall under the heading of language and culture assume that language is used in social interaction and therefore deal with communication.

Furthermore, Cook (1989) demonstrates that discourse analysis explores how stretches of language become significant and cohesive for their users when understood in their full historical, social, and psychological sense. When it comes to emotional and psychological interactions, it refers to how a language person uses texts to express their desired message. Discourse research, according to Stubbs (1983), is concerned with language usage outside the limits of a sentence or utterance, with the interrelationships of language and culture, and with the interactive or dialogic properties of daily speech. In addition, J. Kinneavy (1971) divides dialogue into four categories:

1. Expressive expression. It is a form of discourse in which language is simply used to convey some part of the encoder's personality (the person who encodes the message)

2. Discourse that refers to itself. This is a form of dialogue in which the use of language emphasizes the language's capacity to "designate" or "reproduce" truth. The referential discourse can be divided into three categories:

a. An informative use of language.

If the truth is conceived as understood and the information about it are merely relayed on the decoder, referential is said to serve as insightful use of language.

b. A scientific use of language

If the material is systematized and followed by demonstrative evidence of its relevance, referential is said to act as scientific use of language.

c. An exploratory of language

If the truth is unknown but being searched, referential is used to act as exploratory language.

3. Literary discourse. It's a form of debate in which the text, product, or work itself is the focal point of the method, deserving of praise in and of itself.

4. Persuasive discourse. The decoder, or the other person interested in the procedure / the recipient of the message, is the primary subject of this form of debate. What matters in this case is that the encoder, fact, and language itself all serve as tools for the decoder to accomplish any realistic results.

The 'discourse typology and the examples' in figure 2.1. Show that political speeches are the examples persuasive discourse. Kinneavy, J. (1971) gives the figure of discourse typology and the examples as shown below.

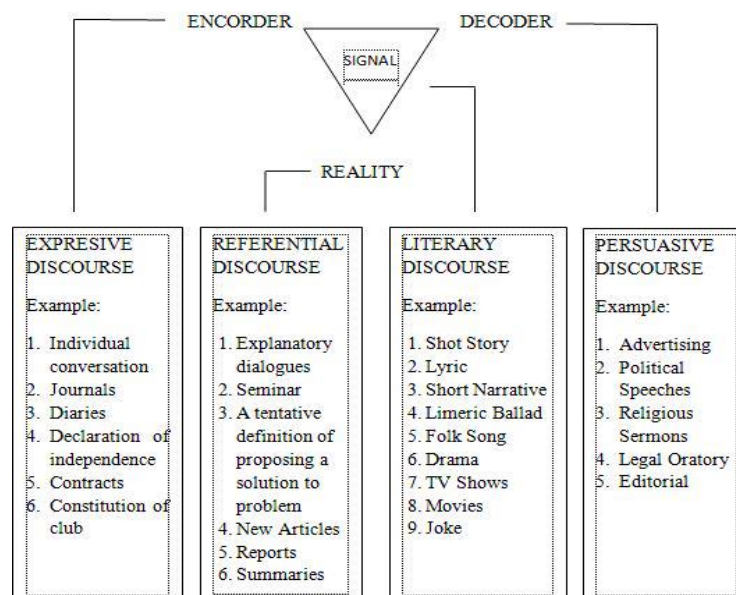


Figure 1 : Discourse Typology and the Examples According to Kinneavy

Political speech is an example of persuasive discourse, as shown in the figure and the example above. Furthermore, persuasion is a verbal gesture that seeks to persuade people to do something that a speaker or writer wants them to do now or in the future (Keraf, 1989). Renkema (1993) notes that the 'appeal' feature of language is the most important thing in persuasion. A writer or speaker attempts to persuade people to change their actions and mood by attempting to 'sell' something. In a persuasive method, there are four major considerations to consider: the medium of transmission, the post, the platform, and the recipient.

Persuasion, or attempts at persuasion, happens all the time for us. Others attempt to convince us, while we attempt to persuade them. We have used persuasive techniques since we were born and will continue to do so until we die. According to Palapah (as quoted in Sunarjo, 1983), the term "persuasion" comes from the Latin "persuasio," which means "to convince" or "persuasive" (adj). Persuasion, according to Keraf (1989), is a rhetorical art aimed at persuading others to do something that is necessary for the speaker's meaning at the time. It suggests that the speaker is attempting to convince the audience to do something without resorting to intimidation or manipulation. As a result, in order to persuade, the speaker must make an attempt to motivate the addressee to make a decision.

METHOD

Because the data of this research are in the form of utterances and words so this research is classified as a descriptive qualitative method which are not statistically analyzed. In this case, the researcher also uses discourse analysis since the researcher tries to study and understand the functional use of language, that is, persuasion which is used by people in their conversation to influence other's attitude, belief and behavior. This study is using Gorys Keraf's theory of persuasion to examines the speeches. The data of this study is Donal Trump's speeches containing persuasion which are observed from his speeches within USA Presidential. Additionally, the researcher took data source of this research by access some website and blog. they are: Cbs news, Kansas city and Rev blog. Where the transcript of Donal Trump's speeches is available there.

Since this study is a qualitative research, the main instrument used was the researcher himself, that also known as human instrument. In this case, he spent great deals of time reading and understanding Donal Trump' text speeches, identifying, classifying as well as analyzing the data in accordance with Keraf's theory of persuasion. Another additional instrument used was a checklist, which was used in identifying and classifying data. It was needed to make easy in collecting the data.

This section describes how data about the persuasion were collected through several steps:

1. The researcher collected the data which is in the form of speeches' text (transcript) by accessing some website and blog. they are: Cbs news, Kansas city and Rev blog (you can see link in references). Then, the researcher read as well as investigated the utterances used by Donal Trump whether contained persuasion and persuasive technique or not in the text of speeches.
2. The researcher selected each utterance used by Donal Trump based on Keraf theory of the persuasion and persuasive technique that divided into seven categories, those are; rationalization, Identification, suggestion (hypnotic), conformities, compensation, displacement and projection.
3. The all data obtained were reread to see whether they had reflected the target of the persuasive technique or not. Besides, it was done to make sure that would not be repetition from the same pattern of the persuasion technique.

Milles and Huberman (as cited in Rahardjo, 2002) state that technique of analyzing the data in qualitative research can be divided into three steps, these are: data reduction, data display and conclusion drawing / verification data.

Identifying and classifying the data related to the problem of the study, by reading and understanding the text of Donal Trump's speeches (transcript). Additionally, the researcher refers to the chapter two that Gorys Keraf divided technique of persuasive into seven categories, those are; rationalization, Identification, suggestion (hypnotic), conformities, compensation, displacement and projection. Furthermore, in the process of reduction the researcher considers to: if the researcher finds two or more similar data in the same text, he only takes one of them. Data display is presenting the data to be analyzed and interpreted. The data is technique of persuasion in the texts of Donal Trump speeches that has been selected by the researcher. The

researcher analyzes perspeech. Then, he describes the data in accordance with Gorys Keraf's theory of persuasion. Verification or drawing conclusion is interpreting and discussing data to get the finding. After that, the researcher concludes the result of data analysis. The conclusion is based on the problem and the objective of the study.

FINDINGS AND DISCUSSION

A. Persuasive Language Style Used by Donald Trump

In Donald Trump speeches, the researcher found seven persuasive language style used by Donald Trump. The researcher uses Gorys Keraf's theory analysis technique to make data classification. There are seven classifications, they are: rationalization, identification, suggestion, conformities, compensation, displacement and projection.

a. Rationalization

Datum 1.1

“Islamic terrorism is eating up large portions of the Middle East. They've become rich. I'm in competition with them. They just built a hotel in Syria. Can you believe this? They built a hotel. When I have to build a hotel, I pay interest. They don't have to pay interest, because they took the oil that, when we left Iraq, I said we should've taken.”

In this case, Donald Trump Said if he is in competition with Islamic terrorists (ISIS). ISIS grow up faster in the Middle East and became rich than before. Donald Trump also said if we (Amerika) left Iraq, we should take the oil there. Now the oil takes over by ISIS then makes ISIS become bigger. It makes a big problem for Amerika.

Analysis:

In datum 1.1 the sentence: "I'm in competition with them" and "I said we should've taken." is a kind of rationalization technique. Trump used it to shows if he knows that ISIS is the enemy of the US and he shows if he also fights with ISIS in a competitive way. Trump also realize after Amerika left Iraq, ISIS takes over the oil there, that makes the source of fund and make ISIS grow up. Trump said we should take the oil first before left Iraq. So ISIS cannot take the oil. This sensitivity feeling is indirectly shown if Trump is a good candidate.

Datum 1.2

"I say it again, "What do you have to lose?" Look, what do you have to lose? You're living in poverty, your schools are no good, you have no jobs, 58% of your youth is unemployed. What the hell do you have to lose? And at the end of four years, I guarantee you that I will get over 95% of the African American vote, I promise you. Because I will produce, I will produce for the inner cities and I will produce for the African Americans. And the Democrats, the Democrats will not produce and all they've done is taking advantage of your vote, that's all they've done. And once the election's over they go back to their palaces in Washington and you know what? They do nothing for you, just remember it."

In his paragraph, Trump tries to convince Michigan not to hesitate to vote for him. He stated that he promised you. Because he will produce, he will produce for the inner cities and he will produce for the African Americans. He wants to makes African Amerikan better.

Analysis:

In datum 1.2 Trump said: " I guarantee you that I will get over 95% of the African American vote, I promise you. Because I will produce, I will produce for the inner cities and I will produce for the African Americans" is called rationalization technique. It is because in the statement before Trump explains the sad condition in Michigan then Trump tries to make a good reason why they have to vote Trump without a doubt.

b. Identification

Datum 2.1

"I love China. The biggest bank in the world is from China. You know where their United States headquarters is located? In this building, in Trump Tower. I love China. People say, "Oh, you don't like China?" No, I love them. But their leaders are much smarter than our leaders, and we can't sustain ourself with that. There's too much -- it's like -- it's like take the New England Patriots and Tom Brady and have them play your high school football team. That's the difference between China's leaders and our leaders."

That statement means Trump admits if he loves China. He also knows that their President is smarter than the US. Trump knows well about this condition, the US cannot sustain this condition.

Analysis:

In datum 2.1 the sentence: “I love China”. This called identification technique. Donald *Trump* tries to avoid the conflict situation and doubt. Even though we know that China is killing them in the trade deal.

Datum 2.2

“By the way, for the price of supporting one refugee in the United States, we could support 12 in a safe zone in the Middle East or let’s say, Syria. The improved refugee screening standards I have proposed will save countless billions of dollars. It’s called extreme vetting, extreme vetting. We will invest a portion of the money saved in a jobs program for inner city youth. The African American community has given so much to this country. They fought and died in every war since the revolution, they’ve lifted up the conscience of our nation in the long march towards civil rights. They’ve sacrificed so much for the national good, yet nearly four in 10 African American children still live in poverty and 58%, as I said, of young African Americans are not working, they cannot find a job.”

Here Donald Trump said that he proposed to save countless billions of dollars. He called it extreme vetting. He wants to save jobs program to make inner-city youth.

Analysis:

In datum 2.2 this paragraph is called identification technique because in this paragraph Trump analyzes the audience and all of the situations faced accurately. He wants to show if he sees and feels what is needed by the environment that he faces.

c. Suggestion

Datum 3.1

“I will be the greatest jobs president that God ever created. I tell you that. I’ll bring back our jobs from China, from Mexico, from Japan, from so many places. I’ll bring back our jobs, and I’ll bring back our money.”

Here Trump said to the audience if he elected as President, he will take their job back. He will take their money back. He will make Amerika great again.

Analysis :

“I will be the greatest jobs president that God ever created” in datum 3.1 that is Suggestion technique. Trump used this interesting sentence to persuade the audience so they accept it without applying reasonable basic faithful.

Datum 3.2

“We mourn for the lives lost, and we pledge our help, comfort, and support to every last person in need. To the people of Louisiana, we are with you, and we will always be with you. In my visit, I saw not only the suffering of our people, but also their strength, courage, and really unbeatable spirit. Their spirit will overcome. We have a lot to overcome in our country, especially the fact that our jobs are being taken away from us and going to other lands. And we’re not going to allow it to happen. And especially it’s happening right here in Michigan. It’s an amazing spirit that we will need to rebuild our country. It’s that strength that we’re going to need to create the new American future our children so much deserve.”

Trump said if he did not want this situation to keep running. He will not allow it to happen, he wants to change this situation.

Analysis:

In datum 3.2 Suggestion / hypnotic is used in this statement: *“We pledge our help, comfort, and support to every last person in need.”* Means that he is persuading and influencing other people so that they accept it without applying the reasonable basic faithful.

d. Conformities

Datum 4.1

“But Saudi Arabia is in big, big trouble. Now, thanks to fracking and other things, the oil is all over the place. And I used to say it, there are ships at sea, and this was during the worst crisis, that were loaded up with oil, and the cartel kept the price up, because, again, they were smarter than our leaders. They were smarter than our leaders. There is so much wealth out there that can make our country so rich again, and therefore make it great again. Because we need money. We're dying. We're dying. We need money. We have to do it. And we need the right people”

Donald Trump said in this speech if Amerika needs the right people. The people that can lead Amerika well. Because Amerika needs money, now Amerika is dying. That is why the right people are needed to lead Amerika.

Analysis:

The sentence: “We need the right people” in datum 4.1 Right people here means Trump itself. He tried to persuade the audience to vote for him. Because he claims he is the right person for Amerika. His act means he wants to shows if he can bring a positive influence unto advancement. This called conformities technique.

Datum 4.2

“We must do better as a country. I refuse to believe that the future must be like the past, it won’t be. Our future is going to be a great future for everyone, for everyone. In a Trump administration all workers of all colors will get priority for jobs in their own country, which is about time. I want higher wages for African Americans, for Hispanic Americans and for all Americans, we want higher wages. Many, many workers in our country are making substantially less money today in real wages than they made 18 years ago. They’re working two jobs instead of one, they’re working much harder as they get older and it’s supposed to be the opposite. We’re going to stop it. We’re going to create great jobs and we’re going to get the wages up.”

Here Trump convinces people if our future is going be a great future for everyone. His staff will work to make it becomes true. Trump wants to make all colors get the same priority for jobs and want to improve their wages.

Analysis:

In datum 4.2 sentence: “Our future is going to be a great future for everyone, for everyone” this is Conformities sentence. As we know in Conformities the speaker shows that he his self enable to act as the audience. Here all the audience wants their future to be a great future.

e. Compensation

Datum 5.1

“TRUMP: Sadly, the American dream is dead.

AUDIENCE MEMBER: Bring it back.

TRUMP: But if I get elected president I will bring it back bigger and better and stronger than ever before, and we will make America great again.”

Because of the US in crisis condition (China got their Job, Japan defeat them in the car business, etc) so Trump said if American's dream is dead, but all the problems can be solved if Trump elected as the President because he will make Amerika bigger, better and stronger.

Analysis: :

“we will make America great again” in datum 5.1 is a compensation technique. Trump knows if Amerika now in frustration condition caused by some troubles. As a solution that Trump tries to make is he promise to make Amerika great again. Amerika will be bigger, better, and stronger than before.

Datum 5.2

“ In this new... Thank you. Thank you very much. In this new future, millions of workers on the sidelines will be returned to the workforce. And if I'm not elected President, that will never happen. Believe me, they're talking to you, they're playing you, but believe me, you know the answer. And I have to say that I've been talking about Michigan and the car industry and how your businesses and plants have been ripped out of your land. And I've been doing it for four years to the people of Michigan. Other people started talking about it last week. They're not going to do anything about it. Crumbling roads, bridges and airports will be replaced with the infrastructure our country needs and deserves.”

As we know in Michigan many businesses and plants have been ripped out of their land, and the compensation that Trump given is millions of workers on the sidelines will be returned to the workforce if Trump elected.

Analysis:

The sentence in datum 5.2: “millions of workers on the sidelines will be returned to the workforce. And if I'm not elected President, that will never happen” is called compensation technique. This sentence is used as a solution to an unmaintainable situation.

f. Displacement

Datum 6.1

“But Obamacare kicks in in 2016. Really big league. It is going to be amazingly destructive. Doctors are quitting. I have a friend who's a doctor, and he said to me the other day, "Donald, I never saw anything like it. I have more accountants than I

have nurses. It's a disaster. My patients are beside themselves. They had a plan that was good. They have no plan now." We have to repeal Obamacare, and it can be -- and -- and it can be replaced with something much better for everybody. Let it be for everybody. But much better and much less expensive for people and for the government. And we can do it."

Here Donald Trump used the sentence "It is going to be amazingly destructive". This means that Obamacare is broken. Last time they had good but no plans for now. It should be replaced with something better. It will replace with Trump Organization.

Analysis:

In datum 6.1 the sentence: "It is going to be amazingly destructive" is called the Displacement Technique. Because here Obamacare becomes an animosity object. So the audience knows that Obamacare is in trouble and should replace it with something better.

Datum 6.2

"By contrast, the one thing every item in Hillary Clinton's agenda has in common is that it takes jobs and opportunities away from African American workers. It takes jobs away from all workers because your companies are leaving Michigan, your companies are leaving every single state in our union. They're going to Mexico, they're going everywhere but here."

Here Trump tries to make the audience know about the bad side of Hillary Clinton. He said Clinton takes jobs and opportunities away from African American workers.

Analysis:

In datum 6.2: "By contrast, the one thing every item in Hillary Clinton's agenda has in common is that it takes jobs and opportunities away from African American workers" is displacement technique. This means that the sentence is used to replace an intention or something trouble with another purpose that replaces emotion.

g. Projection

Datum 7.1

“So I've watched the politicians. I've dealt with them all my life. If you can't make a good deal with a politician, then there's something wrong with you. You're certainly not very good. And that's what we have= representing us. They will never make America great again. They don't even have a chance. They're controlled fully -- they're controlled fully by the lobbyists, by the donors, and by the special interests, fully. Yes, they control them. Hey, I have lobbyists. I have to tell you. I have lobbyists that can produce anything for me. They're great. But you know what? it won't happen. It won't happen. Because we have to stop doing things for some people, but for this country, it's destroying our country. We have to stop, and it has to stop now.”

Here the meaning of the politicians is the name of a person who joins on politics, whereas the meaning of the lobbyists, the donors and the special interest is a people who have the power to influence the policymaker in order that provides the advantage for them.

Analysis:

The sentence in datum 7.1: the politicians, the lobbyist, the donors, and the special interest is called projection technique. This word is used by the speaker to disfigure other people.

Datum 7.2

Donald Trump:(13:50)

“Hillary Clinton supports open borders which means many thing, but it means people pour in and they take your jobs. Whether you like it or don't like it they take your jobs. Her fierce opposition to school choice, you need choice, you have to get your children into good schools. You do that through competition, you need choice. Her plan to massively raise taxes on small business and everyone one, \$1.3 trillion tax increase, whereas I'm cutting taxes very substantially for business and for the middle class. Her tremendous opposition to American energy, the opposition is fierce. And her record of giving our jobs away to many, many other countries. America must reject the bigotry of Hillary Clinton who sees communities of color only as votes not as human beings worthy of a better future.”

In this paragraph, Trump also tell about the bad side of Hillary Clinton. He makes Clinton an object of criticism. He persuades people to hate Clinton.

Analysis:

This paragraph in datum 7.2 is called projection. Projection is a technique to make the subject become an object. Trump describes Clinton has a bad attitude and indifferent paragraph, Trump describes himself self has a good attitude.

A. Persuasion Pattern Used by Donald Trump

Persuasion is the speaker's attempt to persuade another person to do something without resorting to threats or manipulation. In persuasion, the speaker must exert initiative in order to compel the audience to make a decision. Furthermore, persuasion differs from manipulation, despite the fact that both share the same goal of altering someone's mood or behaviour. Coercion usually involves a danger and a specific incentive.

Persuasion is a common occurrence in our daily lives. It is impossible to keep it out of our everyday conversations. It is extremely important for a person to be able to influence another person, especially in political speeches. The speaker often tries to sway the crowd by making promises and persuading them to change their minds and attitudes. Persuasion phenomena can be studied not only in everyday life, but also in the media, such as in the text of speeches. There is no argument that persuasion phenomena can be explored by the text of speeches because it includes a lot of utterance and is accompanied by social meaning.

The researchers used the text of Donald Trump's speeches and Gorys Keraf's principle of persuasion to explore persuasion phenomena from speeches. Persuasion is grouped into seven criteria, according to this definition, which include rationalization, recognition, suggestion (hypnotic), conformities, restitution, displacement, and prediction. The researcher discovered these methods in the text of Donald Trump's speeches in this situation. The following are persuasion patterns that the researcher discovered in Donald Trump's speeches.

1. The Function of Rationalization Technique used by Donald trump

The speaker uses the rationalization method to lay the groundwork and ideas in the hearts of the listener to smooth out the path so that his desire and choice can be explained. Donald Trump's rationalization tactic in his political speech is to both

justify and reinforce his point. Donald Trump used this tactic to reinforce his status as a presidential candidate that is truly appropriate for people's hope that he will bring change to their country, as shown by utterances (1.1), (2.1), and (3.1).

2. The Function of Identification Technique used by Donald trump

The speaker uses the identification tactic to prevent a confrontation situation and audience skepticism, as well as to identify the speaker's actions to the audience. This strategy was used by Donald Trump to identify himself and escape a crisis situation. The identifying strategy was used by Donald Trump in utterances (1.2), (2.2), and (3.2) to introduce himself to the public, to become acquainted with them, and to avoid a confrontation situation in order to manage it.

3. The Function of Suggestion Technique used by Donald trump

Suggestion technique is a persuasion or influence technique employed by a speaker to convince or influence someone to support a particular thought or belief without applying the reasonable fundamental faithful. It can be done by using reasonable and interesting utterances, as well as a strong accent, to effectively manipulate the viewer. Donald Trump used this tactic in his speech to convince his listeners to share his viewpoint. The utterances (1.3), (2.3), and (3.3) demonstrated that Donald Trump used this tactic to convince the public to agree with his ideas as well as vote for him as president.

4. The Function of Conformities Technique used by Donald trump

Compensation is a way of replacing something that is inappropriate or unmaintainable. When you're annoyed by a situation or an action, this happens. Furthermore, by demonstrating that they are capable of doing so, the speaker encourages the listener to assist the speaker in completing another activity or granting the speaker's wish. Donald Trump used this strategy in utterances (1.5), (2.5), and (3.5) to convince the electorate to improve the situation in their country and do what the speaker wished.

5. The Function of Compensation Technique used by Donald trump

Compensation is a method for finding a replacement for anything that is inappropriate or unmaintainable. It happens when you're frustrated by an action or a circumstance. Furthermore, the speaker encourages the listener to assist the speaker in completing another activity or fulfilling the speaker's wish by demonstrating that

they are capable of doing so. The utterances (1.5), (2.5), and (3.5) demonstrated that Donald Trump used this tactic to persuade the public that they should change the situation in their country and persuade them to do as the speaker desired.

6. The Function of Displacement Technique used by Donald trump

The speaker uses the displacement method to replace a motive or a problem with a different objective that replaces emotion. It may be an extreme hatred or a natural love. In our culture, we can be aware of a tactic known as scapegoating. An object that becomes a subject for hatred or rage is moved or replaced by another object that does not earn it in this situation. When it comes to his addresses, Donald Trump has used the displacement tactic to accuse certain people and objects of being the root of the crisis, such as in the utterances (1.6) (2.6) and (1.6). (3.6).

7. The Function of Projection Technique used by Donald trump

The speaker employs the projection technique to transform the subject into the object. The speaker employs this tactic to make another human seem unattractive. As a result, the viewer just sees the speaker as an individual with a positive personality and character. In Donald Trump's speeches, projection was used to transform the subject into the object as well as to disfigure another human. It's stated in utterances (1.7), (2.7), and (2.8). (3.7).

CONCLUSION

From the discussions above, the researchers draw some conclusions based on the research findings:

1. In delivering his speeches, Donald Trump used several techniques of persuasion to reach the support from the audience or public and invest his idea. These techniques are: rationalization, identification, suggestion (hypnotic), conformities, compensation, displacement and projection.
2. Donald Trump used several ways to persuade the audience. Such as giving the reasons for his statements, putting the foundations and ideas in the heart of audience, obscuring the conflict situation and identifying his behavior, making agreements and influencing the audience without applying the reasonable basic faithful, adapting him self with the audience and bringing positive influence unto advancement, looking for substitute for unacceptable situation when it became frustration, accusing certain

person of cause the problem, shifting an intention or something trouble with another purpose which replaces emotion, and made the subject become the object as well as disfigured another person in order that audience recognize him as the best figure.

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**THE CORRELATION OF STUDENTS' MOTIVATION TOWARDS
STUDENTS' SPEAKING ABILITY IN ENGLISH EDUCATION
DEPARTMENT OF HASYIM ASY'ARI UNIVERSITY**

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Abstract: Speaking is a daily activity that must be done but sometimes people take it for granted. In university level, as the semester gets higher, the difficulty of learning these skills also increases. Speaking skills lectures have been taught periodically and scheduled, but the circumstances in the classroom show that the students appear to be less participatory in speaking. Based on observations and brief conversation with some students, it can be concluded that students actually like speaking lectures but students are often afraid to point out mistakes in speaking due to lack of confident, willpower, and motivation. While motivation is an important component that cannot be separated in the teaching and learning process, especially in foreign language learning. The researcher use quantitative method. The aim of this research is to find out whether there is a positive and significant correlation between students' motivation towards students' speaking ability. The correlation index between X variable and Y variable is 0.348. It means that it has weak correlation. From the calculation of both variable above and indicated to the table of interpretation of rxy above, its interpretation that in both of variables has correlation. It means that both of variables have positive correlation (one ways correlation).

Keywords: *Correlation, Motivation Speaking*

INTRODUCTION

In Indonesia learning English language begins when students are in the first grade of junior high school and taught up to university level. The purpose of why English is made as a compulsory subject up to university level because it is hoped that qualified graduates are able to compete globally. English language has 4 skills that has to be mastered, those are speaking, reading, writing, and listening. Sadiku (2015) said that mastery of these four skills is the pinnacle of language that can take you to a higher level of understanding. However, this research will not involve these four skills. The researcher chose speaking as a skill to be learned. According to Bailey (2005), speaking is an activity where someone voices a systematic word verbally that can be understood by others. Speaking is a daily activity that must be done but sometimes people take it

for granted. Points out from Richard (2008), said that mastery of the ability to speak English is an important thing for people who learn a second language or a foreign language.

Speaking skills have been accepted by English language education students from the first semester of study. As the semester gets higher, the difficulty of learning these skills also increases. Speaking skills lectures have been taught periodically and scheduled, but the circumstances in the classroom show that the students appear to be less participatory in speaking. Based on observations and brief conversation with some students, it can be concluded that students actually like speaking lectures but students are often afraid to point out mistakes in speaking due to lack of confident, willpower, and motivation.

Gonzales (2010) said that motivation is an important component that cannot be separated in the teaching and learning process, especially in foreign language learning. While according to Macklem (2015), motivation can have an impact on students, especially related to students' confidence in their ability to learn. With the motivation, it will make the learning process more positive towards the attitudes and willingness of students. So that motivation is able to encourage a person to try harder to gain success towards what they are doing, and convince themselves to keep trying and practicing.

The spirit of learning or what is known as motivation to learn has been known for a long time in Islam this can be seen in the story of the prophet Musa alaihissalam, the prophets also have extraordinary enthusiasm in studying. Prophet Musa peace be upon him, he learns from the prophet Khidzir alaihissalam, as Allah tells us in the verse al-Kahf 60 and 82:

وَإِذْ قَالَ مُوسَىٰ لِفَتْنِهِ لَا آْبْرَحُ حَتَّىٰ أَبْلُغَ مَجْمَعَ الْبَحْرَيْنِ أَوْ أَمْضِيَ حُقُبًا (60)

Which means: When Moses said to his servant “I will journey on until I reach the point where the two rivers meet, though I may march on for ages.”

And then Prophet Khidzir replied:

... وَمَا فَعَلْتُهُ عَنْ أَمْرِي ۗ ذَلِكَ تَأْوِيلُ مَا لَمْ تَسْطِعْ عَلَيْهِ صَبْرًا (82)

Which means: “...I did not do this of my own bidding. This is the true meaning of things with which you could not keep your patience.”

It can be understood from the story above that the prophets also studied and had high motivation in doing learning activities. Do not ever feel smart enough until we do not want to study from people who are below us. In this story the Prophet Musa was nobler because he was included as a Prophet ulil azmi, while Khidir still disputed his prophecy, but Prophet Musa was still wanted to come to it full of enthusiasm and high motivation to learn and studying.

Based on those problems the researchers want to examine this study because this case is still causing many problems and it is also important to research this problem in order to understand the role of motivation to speaking ability which is one of the main skills in English. The study aims to identify **“The Correlation of Students’ Motivation towards Students’ Speaking Ability at the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy’ari University in the Academic Year 2020/2021”**. This study focused on the following main issues:

1. Is there any correlation between the students’ motivation toward students’ speaking ability of the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy’ari University in the academic year 2020/2021?
2. To what extent is the correlation of the students’ motivation toward students’ speaking ability of the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy’ari University in the academic year 2020/2021?

LITERATURE REVIEW

Students’ Motivation

Each individual has an internal condition that plays a role in each activity as well as the learning process. One of these internal conditions is Learning Motivation. Systematic observer; as, a student of human nature, or physical nature. Sardiman (2012) stated that in learning activities, motivation can be said to be the overall driving force within students that causes learning activities, which ensures the continuity of learning activities, so that the goals desired by the learning subject can be achieved. Motivation to learn can give someone strength to carry out learning activities. When there is a motivation to learn, then someone will be able to carry out various kinds of activities especially learning activities so that learning objectives can be achieved. Students who have strong learning motivation will have a lot of energy to do learning activities.

Motivation has been a familiar word in education. Motivation is something that make someone interest to do anything. Motivation is not such a thing that can see and touch, but can see the effect from someone's action. It must be treated as a concept because it cannot be observed directly. According to Manan (2017), motivation also can improve someone's behavior, especially in speaking. It meant the students will try to speak up as good as possible. So, the researcher concludes that students' speaking motivation is an effort some students to provide condition so that someone will do something in their learning, especially in speaking. Based on several definitions of learning motivation, in essence learning motivation is an internal and external encouragement student who can ensure the continuity of learning activities so that there is a change on their knowledge, skills, and attitudes, and behavior, as well as their achievement the desired goal in this case is economic learning outcomes students.

Speaking Ability

Louma (2004) stated that speaking forms a part of the shared social activity of talking everything. Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. While according to Harmer (2007), speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being. Speaking is an oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning. From some of the opinions above, it can be concluded that speaking is a form of verbal communication that has a function to convey an idea, uses clear articulations or words and uses complete sentences, so that other people can understand what delivered by other people.

METHOD

Research Methods

According to Creswell (2012), quantitative methods are used to show the effect between two or more variables. Quantitative research focuses its attention on symptoms that have certain characteristics that have variations in human life, which are called variables. This study is conducted to know the correlation between two variables. They

are students' motivation as the independent variable and then students' speaking ability as the dependent variable. In the writing process the researcher is using correlational research technique to get the data of the correlation between students' motivation and students' speaking ability. The researcher distributes questionnaires and conducted oral test to the students who have been selected become the sample.

Research Sample

Lodico et al. (2010) said that a minimum participant for correlational research are 30 participants. According to this statement, the researcher took 40 participants out of 62 students of the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy'ari University in the academic year 2020/2021 as a sample in this study.

Research Instruments

Researcher is used an oral tests and questionnaires to collect the data. The researcher provided clear directions to the sample. In this research, the researcher carries out some steps:

1. Test

The test that conducted by the researcher is an oral test. It is done to know the students speaking skill involving their pronunciation, grammar, vocabulary, fluently and comprehension. The students' speaking ability is as the dependent variable in this research. So, to know the score of the students' speaking skill, the writer will conduct oral test to the students.

2. Questionnaire

The researcher shared the questionnaire to get the participant's answer about their problem. The questionnaire was adapted from Gardner's Attitude and Motivation Test Battery (AMTB) (as cited by Jefiza, 2017). The questionnaire consists of 20 close ended questions that was written in English and also translated into Indonesia to ensure complete understanding. This questionnaire used likert scales as instrument.

Data Collection Procedure

There are three steps that were done in the research procedure. The first one is planning, before the researcher applied the research procedure, the researcher make some plan to run well such as determining the sample, preparing the questionnaire, and

developing the direction on the making of video. The second one is applying, Due to the global pandemic, research that should be carried out face-to-face in the field replaced with an online system for the sake of maintaining the common good. After compiled the plan, the research applied the things that had been prepared and then tested them on the sample to obtain data. Some of the steps in applying the procedure are divided into 2 cycles. Cycle number 1 is the researcher gave a questionnaire via Google form and then filled in by the sample. And cycle number 2 is the researcher gave directions to the sample to collect the oral test by speaking via video to the researcher. And then the last procedure is reporting, the steps of reporting are analyzing the data that is received from the questionnaire and the video, then making a report about the result of the research.

Data Analysis

In this research, to analyze the data, the researcher uses descriptive and inferential analysis. Creswell (2012) stated that descriptive statistics indicate general tendencies in the data (mean, mode, median), the spread of scores (variance, standard deviation, and range), or a comparison of how one score relates to all others. After the data analyzed by the descriptive analysis then the data were entered to the formula of inferential analysis. This analysis will use the t-correlation. The t-correlation is used to see the difference in scores between variables: students' motivation scores and students' speaking scores.

FINDINGS AND DISCUSSION

Findings

Cycle 1

In this first cycle, the researcher collects data from a questionnaire that has been shared with the sample via google form. the total score of 40 respondents is 3086. It shows that the mean of students' motivation score is 77.15, the mode is 76, the median is 77, the range is 56, the standard derivation is 9.13, the minimum score of students' motivations is 40, and the maximum score of students' motivations is 96. Based on the statistical result above, there are 2 categories of motivation score. The first is low motivation and the second is high motivation. Students categorized by low motivation score are under 77 score and students categorized by high motivation score are above 77. Therefore, from the table above, it is considered that the mode of students'

motivation score is 76. It means that most of students have low motivation in learning English.

Cycle 2

Measuring students' speaking skill score, the researcher conducted oral test, all the students submit the video of their oral speaking test. The test is evaluated into five criteria they are pronunciation, grammar, vocabulary, fluently and comprehension. The five criteria are the component of speaking skill. In this study, the students are scored based on five components of speaking skill by using the scale rating score of Vallette as cited by Hanik. the total score from 40 respondents of students speaking score is 3260. By applying SPSS program, it shows that mean of students speaking score is 81.5, the mode of students speaking score is 80, the median of students' speaking score is 80, the standard deviation of students' speaking score is 6.51, the range of students' speaking score is 28, the lowest score of students' speaking is 64 and the highest score of students' speaking is 92.

Discussion

Correlation Between Students' Motivation Toward Students' Speaking Ability

The basis for the decision is using the correlation coefficient (r_{xy}). If the correlation coefficient is positive, it can be seen a positive relationship between the independent variables and existing variables. Meanwhile, to test the significance is to compare the value of r_{count} with r_{table} at the 5% significance level. If the value of r_{count} is bigger than the value of r_{table} , then the relationship is significant. Conversely if the value of r_{count} is smaller than r_{table} then the relationship is not significant. To test this hypothesis, the researcher used Product Moment correlation of Karl Pearson.

Table 1. *The Correlation between Students' Motivation towards Students' Speaking Ability using Product Moment Correlation*

Variable	r_{count}	r_{table}	significance
X towards Y	0.348	0.312	0.029

Note. $X =$ Students' motivation, $Y =$ Students' speaking ability. $*p < ,05$

Based the table 1, it shows that there is a positive and significant correlation between students' motivation towards students' speaking ability at the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy'ari University in the Academic Year 2020/2021.

After the researcher calculated the data by applying the correlation of product moment formula and finding the result of r_{xy} , the next level is to give interpretation of the r_{xy} . From the analyzing data of students' motivation (X) and students' speaking ability (Y), it appeared that the correlation index between X variable and Y variable is 0.348. It means that it has weak correlation. It can be seen at simple interpretation toward the correlation index "r" product moment (r_{xy}) on the following table:

Table 2

Correlation Coefficient Interpretation

Raw Score	Interpretation
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Therefore, from the calculation of both variable above and indicated to the table 2, its interpretation that in both of variables has correlation. By calculation above, it indicates that between X variable and Y variable has no negative correlation. It means that both of variables have positive correlation (one ways correlation).

According to Tuttur (2016) his study show that there is a positive correlation between students' motivation in learning speaking and their speaking ability. This is also in line with the theory by Gonzales (2010) said that motivation is an important component that cannot be separated in the teaching and learning process, especially in foreign language learning. With the motivation, it will make the learning process more positive towards the attitudes and willingness of students. So that motivation is able to encourage a person to try harder to gain success towards what they are doing, and convince themselves to keep trying and practicing.

The result of this study shows and proof that the two theories above were right. There is a positive correlation between students' motivation in learning speaking and their speaking ability. By It is considered that higher motivation of students in learning speaking, the better speaking ability of students will get. In other words, students with high motivation in learning speaking will get better speaking ability.

CONCLUSION AND SUGGESTION

Conclusions

Based on the findings and discussion, it can be concluded that:

1. There is a correlation between students' motivation towards students' speaking ability at the 6th and 8th Semester of English Language Education Department Students of Hasyim Asy'ari University in the Academic Year 2020/2021. The correlation index between X variable and Y variable is 0.348. It means that it has weak correlation.
2. There is positive correlation between students' motivation towards students' speaking ability. It means that students with higher motivation will get better speaking ability than the lower one. In other words, the higher motivated students, the better speaking ability can be achieved.

Suggestion

Based on the results of the findings and the conclusions, it is known that motivation affects learning outcomes, therefore, teachers must always provide encouragement so that students' motivation increases by using new and interesting learning methods and creating a comfortable learning environment so that they can increase the concentration of students in absorbing the knowledge being studied so that automatically if what is learned can be understood well, of course it can improve student learning outcomes themselves.

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ENGLISH LEARNING BASED STUDENTS' ECONOMIC PURPOSES

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Abstract: This research was conducted to describe the real condition and situation of English subject concerned to students' Economic purposes. The aim of this research is to describe the English teaching and learning process, to know the kind of teaching method and the teaching material applied, to describe the teaching media used in technology era by the lecturer and to know the lecturer's way to assess the students' English improvement. Descriptive qualitative design is used in this study. The researcher used observation scheme, questionnaire and formal interview to complete the data as the instrument. The results of the questionnaire showed from 28 students there were 21 students enjoyed the class but the others are less interesting in this course. From the data, it answered how the impact in teaching and learning process was. The lecturer liked to use cooperative learning for teaching method and the lecturer used management book English version for the main source. Based on the result of interview and observation scheme data, the lecturer almost used technology moreover in this 4.0 era. Moreover, the researcher found the way lecturer assess the students' English skill. The conclusion was English learning concerned to ESP run well due to it proved with the students enjoyed the English teaching and learning.

Keywords: *English Learning, Students' Economic Purposes, English for Specific Purposes*

INTRODUCTION

All of us have known that English is an International language. There are so many advertisements in the newspapers, magazine and others social media look for people who has ability in English. It meant that there are so many business companies

want to look for the employees who have ability in English. The fact is almost of our society have graduated from the university. We have knowledge, but if we can't compete with other people because we can't speak and write English, it's so poor for us. In line with this Pennycook (1998) cited in Harmer (Harmer, 2007) that English has been concerned by some as a way of promoting military, cultural or economic hegemony. Nor is it necessarily welcome to those who have been obliged to study it, some of whom see learning English as an unpleasant but sadly necessary occupation. That's one of the reasons why we have to learn English.

The Indonesian government through Ministry of Education and Culture makes English a subject compulsory at the education unit level, including in the Economics study program. Basturkmen (Basturkmen, 2006) argued in her book that ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace. It should be focused on learners need. English for Specific (ESP) has role of the language needs of learners who need English in order to carry out specific roles (e.g. student, banker, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake (Richards & Rodgers, 2001). However, the teaching of English used in academic studies or the teaching of English for vocational or professional purposes, or as the teaching of English for non-native speakers of English who learn English on specific purposes.

English subject in University of Islam Zainul Hasan (UNZAH) becomes the limelight of learning that always be developed with some new program such LKBA and PSBA. The program is the center of foreign language which is not only English but also Arabic, Chinese, Japanese, Korean, German, and French. New students have to join the program as the basic of their English ability before they learn English based on their needs in department. Upon graduation students are prepared to be able to handle their job in workplaces and to be ready to face the challenges that exist within these. However, to be able to answer the challenges of the global world, English is deemed to be a crucial skill that should be mastered by all students and staff, both for academic and administrative matters (Poedjiastutie & Oliver, 2017). To achieve the goal this university, build the program.

Marcu (Marcu, 2020) stated in her research university students are supposed to continue from this level with the foreign language training in the areas of their studies. In reality, on the basis of the placement tests' results, this scenario is valid only for a part of the students who enter university. This is because at least half of them are not at the B1 level, a level which would otherwise ensure a smooth transition to learning and developing ESP skills. From some sources and theories above, the research is curious to analyze the teaching English done for students' economics department by concerning learners' need of the subject. This research focused on whether the learning English based on the students' economics department in University of Islam Zainul Hasan (UNZAH) Genggong.

LITERATURE REVIEW

English For Specific Purposes (ESP)

In teaching English for specific Purposes, teachers should set the content and aims which of any course are determined by the needs of a specific group. The characteristic of ESP is that teaching and materials are based on the results of a need analysis. Besides, ESP emphasizes on communicative skills and comprehension purposes). It also contains knowledge and information about occupation or professional English.

Traditionally ESP courses were typically design to intermediate or advanced adult learners. Nowadays many students can start to learn academic or vocational English and specific studies like economic. Therefore, in teaching ESP the teacher should observe the learners' needs. The teacher themselves should have subject matters. However, they don't need to be an expert in a specialist area, they do need to have some awareness and feel for a particular vocational area.

Thus, teaching Business English as one of sub-divisions of ESP has become increasingly important as with the spread of globalization and the use of English as the language of international communication increases. More and more people are using English in a growing number of occupational contexts. Teachers of English anticipate it and they introduce the need of Business English to their students.

METHOD

Researchers used descriptive qualitative as design research. The goal of descriptive research is to describe a phenomenon and its characteristics of English learning based students' Economic need in class. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall dkk., 2003). Having an interest in knowing more about one's practice, and indeed in improving one's practice, leads to asking researchable questions, some of which are best approached through a qualitative research design (Merriam & Elizabeth, 2009).

The total of Economics students in University of Islam Zainul Hasan (UNZAH) Genggong Probolinggo was 89 students on 2020/2021 academic year. It divided into three class A, B & C class. The researcher did the research in A class consist of twenty-eight students enrolled as participants in English studies. In this study, some instrument were used such interview, questionnaire and documentation. A questionnaire is a data collection technique by giving a few questions to be filled out by the respondents who will do analysis to obtain information (Herlina, 2019).

Researchers used interview structure to obtain data from lecturers. Researchers conducted interviews of lecturer regarding materials, media of learning, methods of learning, constraints in the learning and assessment systems used by teachers. Researchers recorded sound and transmitted to obtain data from the lecturer called analysis content. Content analysis comes from research communications and potentially becomes one of the most important into research techniques in social sciences. Content analysis attempts to analyze data in a particular context, relating to their various groups or cultures (Krippendorff, 1989). In content analysis, data is usually generated or obtained by observers who record or transcribe it to textual material, which may be an appropriate image or voice for analysis (Hayes & Krippendorff, 2007).

FINDINGS AND DISCUSSION

FINDINGS

From the data that has been collected from the instruments used, the researcher found some important points of teaching English based Economic students' need. The instrument was used such interview, questionnaire and observation scheme. Pre-action

research included observing teaching and learning processes, and shared questionnaires to identify students' interest in learning which was completed with interview sessions with lecturers.

To identify students' interest in learning, the researcher used a questionnaire that was distributed after the observation. The questionnaire consisted of 10 questions with the multiple choice 'yes/no'. It made students easier in choosing and filling the questionnaire. Whether learning English is fun?, do you like English?, whether English may make you become a qualified employee? The three questions were in the questionnaire list. The researcher focused to indicate the students' interest in English learning.

The results of the questionnaire showed from 28 students there were 21 students who enjoyed the class but the others are less interested in this course. Seven students indicated that they had low motivation in learning English. From the data, it answered how the impact in teaching and learning process was. Some factors about students who had low learning motivation are as follows:

- Student did not pay attention to class activities optimally,
- Student was busy with their own activities that are not academic activities,
- Students did not attend early and some are late for class.
- This course was not a major that ES students are interested in.

As the lecturer said in the interview:

“The lower motivation of students comes from themselves, they think English is difficult to learn. It makes them lazy to listen to the lecturers' explanation and they are not interested in the material. Students often come late to the class, it is also the factor of low motivation. Because they don't want to join the class”.

However, the lecturer has an important role in teaching and learning. From the interview session and observation scheme described as follows:

a) **Teaching and learning activities**

The lecturer started the lesson by reviewing the last topics that have been discussed previously. Lecturers explained topics by topic in great detail and properly pay attention to student understanding. Then ask questions about the topics discussed in order to find out whether the students have understood the topic being explained by the lecturer. Some of the students actively answered questions according to the topic and according to their respective abilities and some listened to the answers of other students. Q&A in the class is quite active and the class also feels more fun. Due

to the lecturer not only conveyed material, but lecturer did it with a discussion system. And in following learning instructions, students listened to the lecturer's explanation well and politely. Some students noted some important points from the lecturer's explanation using books, some used cellphones. Students also discussed topics with their classmates in class. Then the lecturer gave assignments to students to find out the extent of their understanding from the explanation of the topics discussed. And they performed tasks according to the instructions explained by the lecturer. The task was certainly related to economics. The students came forward one by one and carried out their duties in an orderly and correct manner. And at the end of the lesson, the lecturer repeated a brief explanation of the topic being discussed. Then students drawn conclusions according to their respective understandings.

b) Teaching Material

This data was taken by researchers through interviews with teachers. Which material used by lecturers for Islamic economics students is material related to economics.

The lecturer said:

“My goal of delivering material is to make students learn about the basic economics vocabulary for example the structure of company or organization, function of Chief of Executive, secretary, treasure, the job of a Development Manager, marketing etc. so that Economics students know it and familiar with the Vocabulary. I have main book to use when I teach in non-English department based on their need. I use book that all topics about their purposes of learning English.”

Lecturer taught Economics students based on their needs. The material was connected to their job in the future. She did not focus on grammar or the structure of sentence in English. Her statement in interview;

“When I teach material about "Present tense, past tense and future" for the basic material. However, I do not tell/explain the formula but directly explained about the text.”

The lecturer did not explain how to make Positive Sentence, make negative sentences. descriptive text, Future text, and for the past tense. Lecturer asked Students to tell students' best experiences and make paragraphs about what they want in the future for future tense material. Some of the students told they would work in a bank. It was for the basic material used by lecturers. and then the lecturer asks them to take a few sentences about some vocabulary related to economics

purposes. The lecturer also gave approximately 10 vocabulary about economy. For example, the company structure such as CEO, secretary, what is the function of the CEO, what are the functions of the secretary, cooperatives, distribution and marketing.

The lecturer also gave an introduction text on how to introduce themselves in front of the interviewer. Lecturers teach students how to introduce themselves well in front of the interviewer. So that students can use it for the future.

c) Learning Method

From the interview session the lecturer liked to use cooperative learning in teaching. In this study, researchers found the reasons why lecturers apply cooperative learning and presentation in the classroom are:

"I used cooperative learning because as I know in Indonesian people like to discuss, share opinion and work together. That why I use this method but I used it in small group, not large group because I know that some of my students won't do the task. Different meeting different method that I used in my class to avoid students feel bored in class."

Lecturers used a combination of cooperative methods and presentations. Lecturers did not expect one method and sometimes in a meeting combine them because if they used one method they would get bored then she combines it to attract students attention. Explaining one material, the lecturer needed two meetings, because the lecturer did not want in a hurry. She wish all his students know the material she taught, even though not all of the material can be obtained. Maybe just some basic material and two meetings. That was enough for her to explain the material.

d) Teaching media.

From the observation in the class, the teaching media used by the lecturers such LCD/projector, mobile phone, text card and also use white board. Lecturer knows at UNZAH not focus on media needs but material. Lecturers also use special books to deliver material to students.

As the lecturer also said in the interview session:

"In this technology era, I always utilize smartphone in class as the name of the thing 'smart' meant can be used as well as possible. And students do like to use the thing. That's why I choose smartphone as teaching media. The application that I usually use such classroom, Google meet, dictionary and English games. All of it can increase students' interest in teaching and learning."

In connection with the case that is currently circulating, namely the case of covid 19 so that lecturers often used Google Meet, Classroom and Whatsapp Group. The lecturer looked for the application that can be used easily to operate and cheap for all students.

As she said in the interview:

“I often used Google meet in explaining the topic because of the students of UNZAH situation and condition. Most of students are in Islam boarding house and their house are far from the city. If I use zoom meeting it could take much money for the pulse. We as a teacher should realize the capability of our students not only their character in learning something but also the factors that can be affected in their learning (parents situation and condition).”

The English lecturer considered many aspects when she taught. The obstacle of teaching and learning appeared in some parts.

e) Scoring system

“In every meeting, I have to know the skill that have to concern for my students. Therefore, it's easier for me to decide the measure of assessment. For example, in the meeting I focus on students speaking and reading skill so I will ask students to perform or speak English in front of class then I assess the students by using rubric score of speaking.”

From the lecturer statement, the assessment system used by lecturers is based on skills. If speaking lecturer asked them for presentation and Lecturer scored students' fluency and readiness. The lecturer didn't assess students' accuracy or grammar because lecturer hoped that if students can speak well it is their best achievement. This is for speaking. For writing, the lecturer used several paragraph lengths of the economics text, so that she knew the effort of the student, if they write a long paragraph, so the lecturer realized that the student has a great effort. This is for writing, because the lecturers here only focused on speaking skills and writing for listening is just an additional skill for him. Moreover, the main focus is writing, how to write better than before and how to speak well in front of the audience or people.

DISCUSSION

In the process of data analysis, English Learning in economics that was taught by lecturers was appropriate from the beginning of learning to the end. Lecturers taught English based on the students economic need. As the Agustina (2014) in her research that English for specific purposes (ESP) teaching conducted to equip learners with a

certain English proficiency level for a situation where the language is going to be used, termed target needs. It correlate with Pudjiastutie & Oliver (Poedjiastutie & Oliver, 2017) said in their article that ESP, as the name suggests, is the teaching of English related to students' specific language purposes. So that the English subject of economics students purposes achieved well.

Agustina (Agustina, 2014) found in her research that ESP material is design based on the learners' needs and interest, besides it serves as a source of language and reference, it also functions as a learning support, for motivation and stimulation. It was showed the material used in the class, the lecturer taught how to introduce well in front of the interviewer. It helped students when they looked for the job in reputed company. Other materials which is based on the students need such kinds of Economics vocabulary, Economics terms using English and how to communicate well in front public. These materials are usually work or study related and they are not focused on the personal needs or general interests. Therefore, the difference starts from the profile of the learners and their needs. We can have different work or study roles, such as office workers, business people, engineering students, nurses or doctors etc. with their very specific learning goals (Marcu, 2020). All the materials focused on students purposes from the result of the data. The data is related to Bastrukmen's theory (Basturkmen, 2006) in her book that ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments, and a key feature of ESP course design is that the syllabus is based on an analysis of the needs of the students.

In the study of English learning based economics need in the Islamic Economics study program. It was found that even though the lecturer has taught well and clearly in the class, from the lecturer opening the class with a good greeting, repeating the previous subject, delivery of new material to students, clear explanations, very attentive to students, trying to make the class lively, and applying cooperative learning methods and combined with presentations in class, to answer all the questions asked by students. These are all characteristics for building an effective classroom. But in this study found that there are still some students who are active in learning English and for some other students who are not active in learning English. Many of them are busy with their own activities in class. Some of them were busy with their smartphone and talking with friends. When Harmer (Harmer, 2007) stated that classroom teachers do everything they

can make sure that their teaching are well done but sometimes things don't work as well as they had planned. Many reasons came unpredictable in the class. This happened in the research, when the lecturer taught English some of students did not notice the lesson. However, this could be disturbed the learning.

Learning English for students is really needed either as a communication or workplace needs, it has different learning material context between English for general purposes with English for specific purposes based on the specialized professional context (Marcu, 2020). Although English is indeed needed for students, many are still not interested in English because English is a complicated language. So that some students are not interested in learning English. It also appeared as obstacle for the lecturer during the teaching. As the result of questionnaire that given by the researcher some students less interest to English. The obstacle influenced the students' active in class. With the inactivity of students in learning English, there are usually factors that influence students' interest in learning. According to Totok Susanto (1998:10) cited in (Simbolon, 2014) there are several factors that affect student learning interest, according such as motivation and aspirations, family, the role of the teacher, the means and infrastructure, social friends and of that affect student interest in learning.

In this study, the researchers found that during learning, lecturers used whiteboards, LCD protectors, paper, and cellphones as media to support the teaching. Accompanied by the internet, the sophistication of smartphones to access various kinds of information will be faster and easier. The learning process between teachers and students will also be more interactive. Smartphones are indeed very effective for learning media in the modern era like today. For the assessment, assessment of performance can be explicit when the teacher say that was really nice performance, or implicit by passing students without any comment or correction (it will be misconstrue our silence as something for the students), Harmer (Harmer, 2007). It proved in this research, the lecturer always give supporting comment after students' performance and the result made students more active in teaching and learning. Because they felt from the correction the lecturer gave attention on students' improvement.

CONCLUSION

In every teaching and learning, everyone would face an obstacle. Lecturer here also has experience some obstacles in the teaching process. Fortunately, from the result of data the lecturer could solve the obstacles well. The teaching English done for students' economics department by concerning learners' need of the subject. This research focuses on students' economics department in University of Islam Zainul Hasan (UNZAH) Genggong. The English learning needs of English Specific Purposes (ESP) learners have been taught based on their purposes. The teaching material taught by the lecturer such terms and vocabulary in Economics. It should be focused on students need. What students need for their purposes, as the facilitator, the lecturer had to prepared and provide as well as possible. However, the teaching of English used in academic studies or the teaching of English for vocational or professional purposes, or as the teaching of English for non-native speakers of English who learn English on specific purposes.

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DEVELOPING SNAKES AND LADDERS MEDIA TO TEACH SPEAKING SKILL

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Abstract: This study aims to develop snakes and ladders media, which is integrated in English to determine the level of attractiveness and feasibility of using it, and to find out the response of students after using the snake and ladder media integrated with English. The research method adapts to the development model developed by (Borg and Gall, 1989). The study used the following seven steps: (1) potential problems, (2) data collection, (3) product design, (4) product validation, (5) product revision, (6) product trial, (7) product revision. The data collection tools used are: material expert questionnaires and media expert questionnaires as well as educator response questionnaires to determine product feasibility, student response questionnaires are used to determine product attractiveness. The results of the research that have been developed obtained a design in the form of a snake and ladder media integrated with English in classroom learning, obtaining a feasibility percentage of 4.2 by material experts, 3.9 by media experts, and 4.4 by educators. The percentage of participants' responses to the attractiveness of the product obtained 6.6. Based on the results of the description above, the product developed by the researcher is feasible to be used as a learning medium.

Keywords: *Learning media, Snakes and Ladders Media, Teach speaking.*

INTRODUCTION

Speaking is one of the most productive activities in everyday life: That is the most important skill because it is the ability to continue the conversation. In addition, talking is an interactive process of building and receiving information. Tarigan (2008) defines speaking as the ability to pronounce articulation sounds or words to express, and convey thoughts, ideas, and feelings. Today, many teachers agree that students should learn to speak a second language by interacting with others. Thus, students need to master all components of speech. English teachers need to be creative in developing their teaching and learning process to create a good atmosphere for improving their students' speaking skills, paying attention to the components of speaking, and making learning more interesting. Student participation is generally based on how teachers encourage students to dare to express their feelings in front of the class and train

students' courage in speaking. This means that teachers should use the right teaching methods, conduct well-organized, and try to ensure that students enjoy their time in the classroom.

Gerlach and Ely (1980) stated that "A medium, conceived is any person, material or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitude." Media according to Gerlach and Ely (1980), as mentioned above can consist of people, materials, or activities that can create conditions that allow students to acquire knowledge, skills, and attitudes. It proves that a media does not only focus on the form of tools, but also something that can produce people to be used as learning resources or can also consist of resource activities that can be taken or learning experiences, forms of activities such as seminars, discussions, field trips, and others.

The use of media at the school level is important, given that the age of primary school students is included in the concrete operational stages. At this stage students have been able to form ideas based on thoughts that appear on objects or logical events around them or in other words students begin to think logically about concrete objects, so that the delivery of material will be more effective if it is assisted by a media that can hone the level of student activity and thinking independently.

Based on the experience of researcher during an internship at MTs Darul Hikmah, there are many students who face problems with speaking. These are some of the problems they usually encounter: (1) they have a bad vocabulary and pronunciation, so they feel unable to have a good conversation. This is also made worse by incorrect pronunciation while still in elementary school; (2) they are afraid to make mistakes and feel ashamed to speak, because they are afraid they will be laughed when they say something wrong; (3) students are not very interested and have low motivation to learn English, and assume English is less important; and (4) students get very limited time to train their English in the classroom.

Based on the background of the study, the researchers focused on studying the problem by conducting research with the title "Developing Snakes and Ladders as A Media to Teach Speaking for Students in Class VII MTs Darul Hikmah".

LITERATURE REVIEW

According to Miarso (2004), stated that the media is a tool that aims to provide stimulation for students so that the learning process runs optimally. While regarding the effectiveness of the media, Hamalik (2004), emphasizes that the media used by educators in conveying to students well can affect the effectiveness of learning activities.

Hamalik (2004) explained about the use of instructional media in arousing desire, new interest and arousing motivation and stimulation in learning activities, so that it affects students' psychology. Ibrahim (2000) explained the importance of learning media because learning media functions in arousing the joy and enthusiasm of students and helping to shape knowledge in the mindset of students through changing a pleasant learning atmosphere. Abidin (2015) in his book *Attarbiyatu Watta'liim* revealed that his teaching media had the most influence on the senses and could guarantee understanding. someone who only listens has a different level of understanding and someone who understands well is better than someone who only sees or listens. The snake and ladder game is made of paper containing lines of small square and in some square a number of stairs or snakes are drawn that connect it to other square. Snakes and ladders is a game that uses dice to determine how many steps the pawn has to take. According to Catono (2013), the snake and ladder game is a traditional game with tools that use dice in the game.

There were some previous studies related to snakes and ladders media. First is from Atmoko (2017), resulted Snakes and Ladders Mathematics) in class III SD / MI. It produced the assessment of media experts a 95% feasibility percentage, material expert percentage of 90%, teacher assessment 90% and student response percentage 94.4%. So that the media is valid and feasible to use. Second is from Karimah (2014) in 2014 which develop snake ladder media for Physics to VIII grade SMP / MTs. The third is from Astuti (2017). She developed flash snake ladder media for SMP/MTs class VIII.

METHOD

This study using Research and Development method. Research and development methods are research methods that produce a product and test the effectiveness of a particular product. The development of a product is not used in one field but included in

various fields, one of which is in the field of education. Research and development method produce new products or enhance existing products.

There are 10 steps of R&D research according to Borg and Gall (1989), described as follows:

1. Research and Information Collecting

This first step includes a needs analysis, literature study, literature study, small scale research and required report standards.

2. Planning

Develop a research plan, including the abilities needed in conducting research, the formulation of objectives to be achieved with the research, design or research steps, the possibility of testing in a limited scope.

3. Developing Preliminary Form of Product

This step including determining the design of the product to be developed, determining the research facilities and infrastructure needed during the research and development process, determining the stages of carrying out design tests in the field, and determining the job description of the parties involved in the research.

4. Preliminary Field Testing

This step is a limited product test, which is conducting initial field tests of product designs, which are limited, both the substance of the design and the parties involved.

5. Main Product Revision

This step is an improvement of the model or design based on limited field testing. Refinement of the initial product will be carrying out after limited field trial.

6. Main Field Testing

This step is a more product test, including testing the effectiveness of product design. The result of this test is to obtain an effective design, both in terms of substance and methodology.

7. Operational Product Revision

This step is the improvement of the product on the results of the field test based on the input and results of the main field test.

8. Operational Field Testing

This step should be carried out on a large scale, including testing the effectiveness and adaptability of the product design, and testing the effectiveness and adaptability of the design involving potential product users.

9. Final Product Revision

This step is a refinement of the product being developed. Improvement of the final product is deemed necessary for more accurate products being developed.

10. Dissemination and Implementation

Dissemination and implementation, that is reporting products in professional forums in journals and product implementation in educational practices. Publishing products to be distributed commercially or free for public use.

FINDINGS AND DISCUSSION

Findings

The product validation of the development of the English language integrated snake and ladder media was tested by 2 experts consisting of 1 material expert and 1 media expert. Validation is also carried out by practitioners or educators. The validation instrument uses a Likers scale. The results of expert validation and practitioner validation are as follows:

a. Material Expert Validation

Material expert validation was validated by a special lecturer in his field. The feasibility of Developing Snakes and Ladders Games as Media to Teach Speaking for Students is known by calculating the average value of expert questionnaire. Based on the validation that has been carried out by material experts, it can be concluded that there are three aspects of the assessment including: aspects of content feasibility, presentation feasibility and contextual assessment, the overall Mean of the material experts is 3.9. After finding the average results of the media feasibility questionnaire, the researcher concludes whether the media is feasible or not in helping to improve students' abilities. The following is a table of media eligibility criteria: so it is very feasible to use.

Table 1.1 The interval for evaluating the feasibility of the Snake Ladder media

Interval	Frequency	Score
1	0	0
2	0	0
3	3	9
4	10	40
5	2	10
Total	15	59

$$mean = \frac{59}{15} = 3.9$$

It is known that the average score in the media feasibility questionnaire is 3.9. based on the table of eligibility criteria above, it can be stated in the criteria of Good. So it can be concluded that the media is feasible to use.

b. Media Expert Validation

Media validation is carried out by validators who are experts in the media. Media validation validated the snake and ladder media design which was carried out on February 07, 2020. Based on the validation that has been carried out by media experts, it can be concluded that there are five aspects of the assessment including: aspects of media efficiency, aspects of media accuracy, aesthetic aspects, aspects of media resilience, safety aspects for students getting the total percentage of media experts is 4.2 so the media is very feasible to use.

Table 1.2 The interval for evaluating the feasibility of the Snake Ladder media

Interval	Frequency	Score
1	0	0
2	0	0
3	1	3
4	9	36
5	5	25
Total	15	64

$$mean = \frac{64}{15} = 4.2$$

c. Teacher Validation

The teacher who gives an assessment of the snake and ladder media is a teacher who teaches English subjects. The assessment of the learning media in the form of a snake and ladder game was carried out by English teacher for class VII MTs Darul Hikmah. Aspects of the assessment carried out by educators consist of aspects of learning materials and aspects of media feasibility.

Table 1.3 the results of the assessments of educators or teachers,

Interval	Frequency	Score
1	0	0
2	0	0
3	0	0
4	9	36
5	6	30
Total	15	66

$$mean = \frac{66}{15} = 4.4$$

Based on the results of the assessment that has been carried out by teachers. The overall percentage of the three educators is 4.4 so that the media is feasible to use.

The Response of Students After

Student responses are very influential in knowing whether a media is interesting or not when applied in the learning process. In this study, the researcher gave a response questionnaire to students to find out whether the Snake Ladder media was interesting or not when applied in the English learning process on students' speaking skills.

Table 1.4 The results of student response

Interval	Frequency	Score
67	4	268
68	5	340
70	14	980
Total	23	1588

$$mean = \frac{1588}{23} = 69$$

The next step is to find out whether the media is interesting or not, the researcher calculates it by finding the average final result of the student response questionnaire. Here is the formula to find out whether the learning media is interesting or not. After obtaining the average results of the student response questionnaire, then the value is concluded with the criteria table above. The criteria table is a reference for whether the snake and ladder media is interesting to teach to class VII students in learning English in speaking skills. It can be seen that the average value of the student response questionnaire results is 69. Based on the criteria table above, the number is categorized as "attractive". it can be concluded that the snake and ladder media is interesting to teach to class VII students in learning English. Especially in Speaking Skills.

Discussion

Research and development of media for the integrated game of snakes and ladders in English with an adjective theme uses steps according to Sugiyono's development of the Borg and Gall development model. The research was conducted at MTs Darul Hikmah with a total of 23 students.

The results of this research and development are data on the needs needed in developing an integrated Snakes and Ladders media in English with adjective and human themes regarding design and feasibility as learning media. The media feasibility data was obtained from calculations carried out by the calculation of the questionnaire during validation by material experts, media experts and teachers as validators and questionnaires to determine student responses.

1. Potential and Problems

This are stage of identifying problems or potential problems and collecting data from literature review and pre-research conducted during needs analysis. The potential of product development aims to assist educators in delivering subject matter that can make students motivated in learning and minimize problems in class such as the absence of innovative learning media.

2. Collecting Data

The researcher conducted a needs analysis with pre-research through unstructured interviews with seventh grade teachers in three schools, the results of the interviews showed that educators in delivering subject matter only used teaching materials and media in the form of printed books and picture media. Based on observations and interviews conducted by educators, the media used by educators in learning are in the form of printed books and picture media and the unavailability of media in the form of snakes and ladders game which is used as learning media. So it is necessary to develop an integrated game of snakes and ladders integrated with English language with the theme Adjective as a learning media that forms students to be active in the learning process.

3. Product Design Results

Based on the results of the pre-research, the product specifications to be developed are media that can help educators and students in the learning process and can generate motivation for students to be active in the learning process. The following is the development plan for the integrated English language game media with the Adjective theme that was developed.

The process of developing the English language integrated snake and ladder game media with the Adjective theme was made in several stages, namely making a snake and ladder board and designing the shape of the card using the Adobe Photoshop CS6 application. The process begins with designing a snake and ladder board game using the Adobe Photoshop CS6 application to add images and improve the appearance. The next stage is making cards using Adobe Photoshop CS6 application. The card is designed with two sides, the first side shows Adjective word and its meaning, and the second side is a question. There are 33 question cards consisting of several cards containing task cards, bonus cards, and zonk cards. There are two sides to the question card. The next stage is designing a game guide using the Microsoft Word application. There are two page consists of game procedures, the first page using English language and the second page using Indonesian Language. The next stage, the media is printed according to the image and the size of the snake and ladder media board image measuring 40 x 40 cm. Question and answer cards along with adjectives are printed measuring 8 x 4 cm. The game guide is printed with a size of 21 x 33cm.

4. Product Repair

After conducting validation by material experts and media experts, there are several suggestions and comments on the development of the English language integrated snake and ladder game media with an adjective theme from the results of media and material validation including:



Picture 1.1 Snakes and Ladders board before revision



Picture 1.2 Snakes and Ladders board after revision

5. Product Revision

After being tested, it was found that criticism and input from students and educators were to add a display to the question card and the answers were given pictures so that the media was more attractive to the product. This input cannot be used as revision material due to the limitations of researchers in developing the product. This input from students and educators can be expected to be input for further researchers.

CONCLUSION AND SUGGESTION

The conclusions obtained from this research and development are as follows. First is the development of the English language integrated snake and ladder media in class VII learning takes an adjective theme. This product has been validated by media experts, materials experts and educators. The English language integrated snake and ladder media in learning the adjective theme has been validated by several experts. Media experts get a percentage of 4.2, material experts get a percentage of 3.9, and educators' assessments get a percentage of 4.4. So that the English language integrated snake and ladder media is declared feasible to use. Next is learning carried out with the help of game media makes students excited, motivated in learning, and provides an interesting learning experience. Based on the several aspect snakes and ladders is categorized as "attractive". it can be concluded that the snake and ladder media is interesting to be used in teaching into class VII students in learning English.

Based on the results of the conclusions and discussion, the authors convey some suggestions as follows. For Educators, the media used by educators to support the process of learning activities should be made interesting and innovative so that students can be active and not bored when learning activities take place. For Further Researchers, in making the English language integrated snake and ladder media with an adjective theme, there are several obstacles or difficulties that might be an improvement for further researchers.

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CRITICAL DISCOURSE ANALYSIS ON FOREIGN MEDIA NEWS RELATED TO INVESTMENT SCAMS: AN ANALYSIS OF VAN DIJK'S MODEL

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Abstract: Van Dijk's model of critical discourse analysis on foreign media news about "These young Indonesians became rich through 'investment platforms'. They've now been charged with fraud". Van Dijk model consists of macrostructure, superstructure and microstructure. These three structures are used to analyze the discourse of the news text. The results of this research are: 1. The macrostructure of the text describes the theme of "investment fraud" in which there are some important points that are stated which refer back to the big theme; 2. The superstructure of the text explains the theme of the news and the scheme or order of news that is displayed in the news text. The theme or topic are found in the title, while the content and the closing of the news is found in the body of the text news; 3. The microstructure of the texts contain several elements of discourse, namely semantic aspects, syntactic aspects of stylistic aspects (lexicon) and rhetorical aspects (graphics, metaphors and expressions). The conclusion of this research confirms that Van Dijk model can be used to analyze the discourse of the news text by using critical discourse analysis.

Keywords: *Critical discourse analysis, fraud, mass media*

INTRODUCTION

The development of technology has brought changes to mass media. Mass media is now presented in a new form, which is in the form of digital media or better known as online media. Unlike the conventional forms of media that use print and electronic media, online media requires certain devices which are computers and the internet. These devices are used to send and receive information. Online media consists of various forms, they can be news portals, websites, online radio, online TV, websites and so on (Kurniawan, 2005). Compared to conventional media, the information contained in online media is more quickly spread and consumed by the public. This is because most people already have access to the devices needed to be able to access online media which are computers and internet connections.

The shift in habits from conventional to digital brings significant changes to people's lifestyles and habits. Supported by the rapid distribution of information using online media, people become more aware and up-to-date on the news that is happening around them. In addition, the community has also become more active in participating in

online discussions related to an issue or news. This shifts the role of society, which was once the subject of passive communication, now turns into the subject of active communication. This change is often referred to as the cyber community. With the existence of a cyber community that adapts to the convenience of online media, people are encouraged to be more active in interacting and communicating. In addition, the scope of communication and dissemination of the news has also become wider and more transparent (Bungin, 2008). Because of the tremendous impact on society as previously explained, it will be interesting to see how online media constructs a news story about something that is actually consumed by the community in actual and factual terms. This also happens to the phenomenon of fraud cases under the guise of investment in Indonesia.

At the beginning of 2022, the Indonesian people were excited by the term "crazy rich" which had been sticking out since the beginning of the year. Quoting from the Urban Dictionary, the definition of Crazy Rich is a term for people who are very rich. they usually also show the image of wealth on social media. From there, Indonesians began to refer to influencers who flaunt their wealth on their social media as Crazy Rich. From those influencers, there two names that gone viral in Indonesia, they are Doni Salmanan and Indra Kesuma. These two influencers often show off their wealth on their social media. They claim that all of their wealth obtained from trading by using online platform. which they then promote. From several influencers, the 2 biggest names who eventually became suspects in the fraud case under the guise of investment were Doni Salmanan and Indra Kesuma.

Kesuma and Salmanan showed their wealth as successful traders on Binomo and Quotex. Those are binary option trading apps that allow users to bet on a stock's rise or fall within a strict time limit to be in with a chance to win a fixed monetary amount (Llewellyn, 2022). Different from the success shown by Kesuma and Salmanan, people who have already entered into trading because they are consumed by their promotions on social media, they actually lose in large numbers. From this irregularity, the two influencers were finally reported on the basis of allegations of fraud. Both of them now face charges of fraud, online gambling, money laundering and violating Indonesia's Electronic Information and Transactions Law (UU ITE) by spreading so-called fake news. At press conferences in March, Kesuma and Salmanan apologised for their actions,

expressing hope their arrests would serve as a warning to other would-be investors (Llewellyn, 2022).

This news was spread and blown up massively by the media. Almost every mass media, whether in print, electronic or online, is reporting this news continuously until the case is finally decided. Not only local media reported this news, but foreign online media also reported this issue on their website. One of the foreign news portals that also included this case is ABC News. ABC News is a public news service produced by the Australian Broadcasting Corporation which the broadcasting covers both local and world affairs (ABC News, 2022). ABC News published an article about the investment scam in Indonesia done by Salmanan and Kesuma entitled, “These young Indonesians became rich through 'investment platforms'. They've now been charged with fraud”.

This phenomenon makes researcher interested in analyzing the content on the news in foreign online media is presented. Therefore, this paper is written based on that issue. The theory that is used to analyze this article is Critical Discourse Analysis by Van Dijk. Van Dijk (1997) said that linguistic or the text dimension is not only present words, sentences, and paragraphs, but also an expression of the media with a particular language and certain rhetoric.

LITERATURE REVIEW

A. Mass Media

Mass media is an organization that exists in the community and has the task of finding, storing, processing and publishing journalistic works in the form of sound, images, writings, graphics and data both in print and electronically (Wibawa, 2020). In general, the media is not neutral because in the body of the media there are many parties involved so that a news can be broadcast. Departing from the assumption that the mass media is not neutral, the researcher uses critical discourse analysis to analyze the content of the news in the mass media. Based on the results of several studies related to media coverage, the media does not only function as a distributor of information. Information distributors need to have neutrality and objectivity. However, this is still not fully fulfilled by the mass media. In the end, the mass media also plays a role in constructing reality, accompanied by views, partiality, and bias against certain groups (Alfaritsi, Anggraeni, & Fadhil, 2020). In other words, mass media coverage or what is now better known as online media contained in writing will form a discourse.

B. Critical Discourse Analysis

Fairclough (1997) defines discourse as the use of language either orally or in writing as a form of social practice. Meanwhile, Van Dijk (1985) explains that discourse can be understood as an action that depends on and cannot be separated from context, historical context, elements of power and ideological practice. Kridalaksana (2008) added that what is meant by discourse is the most complete unit in the highest grammatical hierarchy. In the form of language contained in writing in online news, discourse contains a complete concept, idea, and thought so that it can be understood by the reader (Humaira, 2018).

Discourse analysis is an analysis of how texts develop in socio-cultural practice. According to Van Dijk (1985:4-8) discourse can be understood as an action, considering the context, historical context, elements of power and ideological practice. According to Hawthorn (Eriyanto, 2000: 2) discourse is linguistic communication that is seen as an exchange between speakers and listeners, as a personal activity whose form is determined by its social goals.

METHOD

This study uses a descriptive approach and is presented qualitatively to analyze more deeply about the discourse contained in Doni Salmanan and Indra Kesuma's reporting of fraudsters under the guise of investing in foreign online media. Djajudarma (2006) explains that the qualitative method is a procedure that produces descriptive data both orally and in writing that develop in society. This is different from the quantitative approach method which usually produces data in the form of numbers. Qualitative research usually uses non-numerical data or is more descriptive in nature so that it can be explained more factually and accurately if it is used to analyze data related to a phenomenon.

More specifically, this study uses a critical discourse analysis to analyze the text. Critical Discourse Analysis uses language in a text which will then be linked to a context for a specific purpose (Eriyanto, 2000). This research uses critical discourse analysis theory which was initiated by Teun A. Van Dijk. Van Dijk explains in his theory that discourse analysis does not stop at the structure of the text, but the structure of the discourse shows the ideology and meaning contained in the text. Critical discourse

analysis analyzes the cognitive aspect based on the assumption that the text has no meaning, but the meaning is given by the language user. So the text will have a social context. Basically every text is produced through prejudice, awareness, knowledge or a certain event (Eriyanto, 2012).

This research is divided into three stages: data collection stage, data classification stage and data analysis stage. At the data collection stage, researcher searched for and recorded news on the topic of. After finding some suitable news, the researcher then classified it as data that could be used and data that could not be used. In the final stage, namely data analysis, the researcher analyzes the text according to three dimensions of CDA by Van Dijk: text, social cognitive and social context. To strip these text dimensions, researcher implement Van Dijk’s classification, which are macrostructure, superstructure and microstructure.

FINDINGS AND DISCUSSION

This section contains the analysis of the text by using Van Dijk model.

A. The dimension of the text: Macrostructure

The first dimension of the text, according to Van Dijk's division of text dimensions, is the macrostructure. At the macrostructure level, Van Dijk mentions that the content is a theme or topic in the news/article text. The themes and topics in this news can be seen in the following table:

TABLE 1: Macrostructure

Theme/topic	The theme of the article in the ABC News website is “These young Indonesians became rich through 'investment platforms'. They've now been charged with fraud”
Sub topic	Heading 1: “Victims file complaint to police” Heading 2: “Police say 'flexing' used to lure investors”

Based on table 1, the macrostructure of the article entitled, “These young Indonesians became rich through 'investment platforms'. They've now been charged with fraud”. The main topic of the news can be found in the title. It can be found that the perpetrators of

the investment fraud are still young. By mentioning adjective “young”, the discourse maker wants to underline this information for the readers. It could also indicate that young fraud perpetrators are quite rare. Therefore, discourse makers feel the need to emphasize the word "young" in the theme of this news. The discourse maker also wants to state a satire by saying they become rich by using investment platform. After that, they connect that with the next sentence which says that they are charged with fraud. This statement also contain message for the readers that get-rich-quick scheme doesn't exist.

The theme/topic of the news is also supported by some subtopic which is shown by the headings of the text. The first heading is “Victims file complaint to police”. The purpose of the first sub topic is to show that the young fraud perpetrators already have victims. The second subtopic is “Police say 'flexing' used to lure investors”. In this sentence, the discourse maker wants to describe how the fraud perpetrators carried out their actions and how the victims could be deceived and did what was instructed by the fraud perpetrators.

B. The dimension of the text: Superstructure

The superstructure dimension is focused on the scheme of the text which consists of introduction, content and closing. These three parts are needed so that the text can be understandable. In shorts, the introduction contains how the lifestyle of the fraud perpetrators where they can waste their wealth on things that are not important. Then, the content shows the poor condition of the victims. They even need to deal with stress and depression because of debt. For the closing, the discourse maker give suggestion for the readers on how to respond to situation like this. The details of each explanation can be found in table 2 below:

TABEL 2: Superstructure

Introduction	<p>The discourse of this text start with these sentences:</p> <p>“When social media influencers Indra Kesuma and Doni Salmanan appeared on an Indonesian television program to show off their wealth in January, the studio audience laughed and applauded hearing about their "flexing".”</p> <p>The main idea of that sentence is then followed by this sentence to show how much money they have and how easily for them to earn those money.</p> <p>“Mr Salmanan said he earned \$3 million per month, and once gave \$100,000 to an online gamer, just because he was bored.”</p>
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	<p>The discourse maker uses the word ‘flexing’ in the first sentence. Flexing means showing off their wealth like money, luxury cars, luxury things, expensive clothes, etc. The discourse maker shows that flexing in Indonesia can also be an entertainment because people who watch them are laughed and applauded. Not only that, the discourse maker also reinforces that discourse by adding the second sentence above. Giving \$100,000 to an online gamer is unreasonable, especially with the reason of boredom. It must be anomaly for someone to give \$100,000 out of boredom. The discourse maker wants to underline this part of the information to build the satire.</p>
Content	<p>After giving the information about how easily for Salmanan and Kesuma to throw away their money out of their boredom, this part of the text gives information about the exact opposite condition of the victims. One of the victims is Maru Nazara which is explained in the sentence below.</p> <p>“Meanwhile, one of their alleged victims, Maru Nazara, watched on from home. "I was very angry, but at the same time worried," Mr Nazara said.”</p> <p>“Mr Nazara was one of thousands of Indonesians who started binary options trading on a self-described "investment platform" app, called Binomo after watching Mr Kesuma's YouTube videos.”</p> <p>The condition of the victim is explained by these sentences. In the introduction, the discourse maker illustrates the life of the fraud perpetrator while here in these sentences, the discourse maker hit the readers with the opposite condition of the victims. The discourse maker intends to affect the psychological factor of the reader with two different circumstances of the perpetrator and the victim. After the readers understand the different situation, they are given further evidence to validate the crime of the perpetrator.</p> <p>“Later, in his report to police, Mr Nazara said he noticed repeated irregularities, like the app freezing when he won, or his bid value automatically clicking five times.”</p>

	<p>The irregularities faced by Nazara is the evidence of how the investment platform cheated him so that he lost a lot of money. If the platform runs fairly, he would not file this case to the police.</p> <p>“In six months, Mr Nazara alleges he lost around \$50,000 and was left in debt to his relatives. "I felt ill due to stress and fell into depression for three months because I lost all my capital," he said.”</p> <p>In the next sentence, the discourse maker wants to further exploit the the sadness felt by the victim of this crime. From having a dream of getting profit from the investment platform as what are shown by Salmanan and Kesuma, the victim must deal with stress and depression because of a huge debt. The discourse maker is trying to construct the image of Salmanan and Kesuma as predators who eat people's wealth by deceiving them</p>
Closing	<p>In the closing discourse, there were suggestion that is inserted for the readers. This is placed at the end of the text with the aim of providing a conclusion about what the reader should do in dealing with cases like this.</p> <p>“In response to the alleged fraud, the daughter of one of Indonesia's richest men, Grace Tahir, posted a video on YouTube that went viral.”</p> <p>“Ms Tahir told the ABC the point of the parody skit was to raise awareness with the Indonesian public about the risks of social media posts about how to make money quickly.”</p> <p>By mentioning ‘the daughter of one of Indonesia’a richest men’, the words spoken by her already had a different weight. This is because of the family background she comes from. In her words, she implies that making money quickly can only be found in a parody. In reality, it would be very rare to happen.</p> <p>“University of Indonesia media and communication academic Whisnu Triwibowo said the digital literacy of the Indonesian people was still low and more government intervention was needed.”</p>

	<p>"Even in Europe where the digital literacy is already high, they have internet laws," Dr Triwibowo said.</p> <p>In the last suggestion, the discourse maker brings an expert's comment to give further suggestion. This suggestion is not intended for the people but the Indonesian government.</p>
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C. The dimension of the text: Microstructure

An analysis of the microstructure could be done by semantic, syntax, stylistic, and rhetorical aspects as described in the following table 3 as follows:

Semantic	<p>The irony shown by the lifestyle of the fraud perpetrators and the victims. From the first sentence the news writer tries to show the ridiculousness of the perpetrators' behavior. Salmanan gave \$100,000 to online gamer out of his boredom while Kesuma bought \$180,000 electric car just because he couldn't sleep. Irony after irony are brought up by the news writer in the writing like this sentence:</p> <p style="padding-left: 40px;">"...just a month after appearing on the television show, Mr Kesuma became the first binary options trading affiliate to be arrested by the Indonesian National Police."</p> <p>"I also want to ask for your prayers, all Indonesian people, so that [any] sanctions against me can be eased," he said."</p>
Syntax	<p>In terms of syntax, there are some conjunctions found in the text. The conjunctions are used to connect and linked the sentences.</p> <p>1. But "I was very angry, but at the same time worried," Mr Nazara said. But is used to show contradiction in the sentences. In that sentence, angry and worry are shown in the same sentence which describe the feelings of the victim.</p> <p>2. Meanwhile Meanwhile, one of their alleged victims, Maru Nazara, watched on from home.</p>

	<p>Meanwhile in this sentence is used to show the irony of the conditions between the perpetrators and the victims.</p> <p>The next word is in reality. In reality here is having functionality as so, therefore, then, hence, etc. all of these expression is used in a sentence to show the relation between the sentence with the previous sentence. In reality means that the previous sentence indicates something not relevant to reality or indicates that something is not true.</p> <p>"In reality, DS [Doni Salmanan] does not trade on the website and is only an affiliate to benefit from the members,"</p>
Stylistics	<p>List of words that are frequently used in the text:</p> <ol style="list-style-type: none"> 1. Fraud 2. Police <p>It indicates that the main discourse in the text is connected to these words.</p>
Rhetoric	<ol style="list-style-type: none"> 1. Graphic The news provides the readers with many pictures related to the content to give a perfect illustration about each of the events regarding the fraud investment case. 2. The style that the writer used to write this text is irony. The writer likes to show a certain situation and condition, then provide the exact opposition of that particular condition. the most obvious thing is the financial situation and lifestyle of the perpetrators and the victims

CONCLUSION

In the production of news text “These young Indonesians became rich through 'investment platforms'. They've now been charged with fraud”, the writer arranges the text neatly. The text begins with a good title, then continues with a narration that gives the reader an idea of what has happened. in his explanation, the author also includes elements of humor from the perpetrators of fraud by showing strange and unnatural

behavior that probably should not be done if the person is making money in a normal way. By using critical discourse analysis from Van Dijk, it is found that the discourse that the author wants to construct to the readers is about the crime of fraud perpetrators under the guise of investment. In the text it is explained that they capture victims by flexing, or displaying their wealth and claiming that the property was obtained from investment. In fact, the money they get and enjoy in a vain way is the money from the victims that have lost while using the 'investment platform'. The writer may have been astonished by the shameless behavior of the perpetrator. This is indicated by their request to pray for them not to be punished for too long.

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