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## JURNAL LINGUISTIK TERAPAN

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Jurnal Linguistik Terapan (JLT) terbit dua kali dalam setahun pada bulan Mei dan November yang berisi artikel ilmiah hasil penelitian atau kajian dalam bidang pengajaran bahasa, pembelajaran bahasa, pemerolehan bahasa, sociolinguistik, psikolinguistik, penerjemahan, analisis wacana, pragmatik, bilingualisme, linguistik kontrastif, multilingualisme, komunikasi multilingual, leksikografi, linguistik komputasional, komunikasi berbantuan komputer, linguistik forensik, dan lain-lain, serta dan tinjauan buku dalam bidang-bidang tersebut.

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## KATA PENGANTAR

Sidang pembaca yang terhormat,

Di dalam volume kedua nomor kedua ini kami persembahkan beberapa artikel hasil penelitian dan pemikiran. Untuk memudahkan pemetaan, kami sajikan terlebih dahulu artikel-artikel linguistik terapan. Setelah itu kami sajikan artikel-artikel yang terkait pengajaran bahasa.

Setelah pada bukan Oktober kita memperingati Sumpah Pemuda dan mengenang kembali betapa bahasa Indonesia merupakan salah satu pemersatu bangsa Indonesia yang luar biasa, edisi kali ini dibuka dengan apresiasi seorang ahli bahasa di Polandia tentang bagaimana bahasa Indonesia telah membantu membentuk bangsa Indonesia. Di artikel pertama, Anna Grzywacz dari universitas Warsawa Polandia, menulis tentang pengamatannya bahwa bahasa dapat dipakai untuk membentuk, menyatukan dan menjaga bangsa. Kesimpulannya ini ditarik berdasarkan pengamatannya atas tiga bahasa, yakni bahasa Indonesia, Ibrani, dan Polandia. Bahasan ini sangat menarik terutama bagi pembaca Indonesia. Pembaca Indonesia bisa melihat bagaimana bangsa lain melihat kelebihan bahasa Indonesia dan ini tentunya bisa menambah semangat para ahli bahasa dan politisi Indonesia untuk terus menjaga bahasa Indonesia.

Setelah melihat bahasa Indonesia dipandang dengan kaca mata orang Polandia, kita langsung disuguhi paparan tentang masalah yang dihadapi bahasa Indonesia. Di dalam artikel kedua, Mujianto mengetengahkan kenyataan bahwa bahasa Indonesia mulai terancam keberadaannya karena adanya penerapan otonomi daerah dan gencarnya globalisasi. Dia memberikan sumbangan pemikiran tentang bagaimana caranya mempertahankan bahasa Indonesia, yakni dengan empat cara. Pertama, menjaga agar setiap kata asing yang masuk memperoleh padanan yang berterima, sesuai dengan situasi pemakaiannya. Kedua, menjaga agar tata bahasa Indonesia tidak berubah dan agar tetap dikuasai oleh para penuturnya. Ketiga, menggalakkan penulisan dalam berbagai bidang dengan bahasa Indonesia sesuai dengan ragam dan larasnya. Dan keempat, pemaksimalan peran bahasa Indonesia dalam berbagai ranah kehidupan.

Di artikel ketiga, Mayasari, dkk., dengan menggunakan pisau analisis wacana kritis berusaha membongkar bagaimana Media Indonesia menggunakan bahasa dan kutipan dalam menempatkan tokoh atau DPR dalam wilayah negatif, KPK dalam wilayah positif, dan melakukan pencitraan positif terhadap partai pemimpinnya.

Mulai artikel ke-4 ini, para penulis menyajikan hasil penelitian dan pemikiran terkait pengajaran bahasa. Purjayanti, dalam artikel ke-4, melaporkan hasil penelitiannya. Dia menyimpulkan bahwa guru merupakan faktor yang paling dominan di dalam menciptakan suasana yang mendukung pembelajaran bahasa Inggris. Dia juga merangkum karakteristik guru/dosen yang disukai siswa/mahasiswa bahasa Inggris dan lingkungan kelas yang mendorong motivasi belajar bahasa Inggris.

Widiastuti, dalam artikel ke-5, menyajikan pemikirannya tentang bagaimana podcast dapat dimanfaatkan untuk mengajar bahasa Inggris, terutama keterampilan menyimak (listening). Sementara itu, Fadhilawati melaporkan bagaimana penggabungan mind-mapping dan lima pola pengulangan pelajaran yang diusulkan Buzan (2009) dapat meningkatkan penguasaan kosa kata bahasa Inggris siswa Madrasah Aliah. Akhirnya, di

artikel ke-7, Zubaidi melaporkan beberapa jenis kesalahan mahasiswa dalam berbahasa Inggris lisan serta kemungkinan penyebabnya. Dia mendapati bahwa jenis kesalahan terbanyak adalah *omission of article*, *omission of plural*, *S-V agreement*, dan *omission of preposition*. Hasil penelitiannya menyatakan bahwa penyebab kesalahan tersebut adalah adanya pengaruh bahasa asal (L1) terhadap bahasa sasaran (L2).

Selamat membaca,

Tim Penyunting

## **THE ROLE OF LANGUAGE IN A NATION-BUILDING PROCESS**

**Anna Grzywacz**

Warsaw University, Poland

### **Abstract**

Language function can be classified into four categories: cognitive (related to learners' intellectual development), instrumental (related to the use of language for material purposes), integrative (related to group membership) and cultural (related to cultural appreciation and understanding). In addition to that, language may be also used as a political and social element in the process of building, unification and maintaining of a nation and as an essential element of national identity. This article discusses cases in relation to the social-political related function of language. It shows interesting aspects of three different languages in serving this function. The first is Indonesian language, a neutral language, which was adopted in Indonesia primarily to unite the society in a newly built nation. The second is the Hebrew language, which has been restored to be an initial reference point for the Jewish people, and became an official language of Israel, and become a key element of national identity. The last one is the Polish language, which is an example of a language that has survived despite the absence of the Polish state and also became an essential element of connecting the Polish society.

**Key words:** political, social, sociolinguistic, Indonesian, Polish, Jewish, language function

Language can be used in many ways; one of them is in specific purpose area such as social or cultural communication, government decisions, political debate, media which is linked to the ability to express the relevant content (Sutton, 1991: 141). Learner or user of language is connected in time and space to cultural tradition which is considered as a significant process connected with the unique form of access to other traditions. This condition affects education, take for example: history which is in line with time, geography which is closely related to place.

When we relate language and colonialism, the strength of colonial empires were dependent on effective communication between the colonizers and the colonized. For example in Latin America, it can be seen very clearly that European powers adopted different strategies. No matter how much the language policy was imposed on the conquered population, it is difficult to deny the claims of the two. Firstly, after the conquest of the territory language became the language of the colonizer power. Secondly, the language of colonized was degraded - both physically and mentally - to the role of the slave

language, even primitive language. In the period before the conquest (of course with the exception of the New World) missionaries were agents of language. Introducing the teaching of reading and writing, at the same time European languages were taught. It became a symbolic act. It was the transition from a traditional to a modern society. Language has started to be treated as a powerful political instrument (Gawrycki, Szeptycki, 2011: 139–142).

Every cultural group has its own semiotic systems, experiences or values. Learning different artistic traditions or religions allows people to understand what and how they are. It involves gaining knowledge, but also appreciation of otherness- the cultural conceptualizations- which are foundations influencing other groups' collective encounter with reality, whether it is other times, belief or values. Ideally, this has effect of re-imagination assumptions about what is "normal" and appropriate to enriching perspective that diversity makes intercultural awareness (Lo Bianco, 2010).

This paper aims to show that language may be also used as a political and social meaning as the process of building, unification and maintaining the nation as a significant and essential element of national identity. Three examples of languages were used: Indonesian, Hebrew and Polish to show how different role language can play and how strong they are related to concept of national identity. Indonesia is an example of a state that has adopted neutral language in order to maintain independence and to build Indonesian identity, Israel is an example of a country that uses Hebrew – recreated language in order to strengthen identity, and finally Poland is an example of a nation that even without the statehood can sustain language as a part of the identity.

### **The importance and relation between language and national identity**

National identity is an instrument in a political sense, but it is also regarded as an instrument of domestic policy which allows building and maintaining a consolidated society. It involves loyalty towards the nation or state. Every government needs the support of the public opinion, but to generate this sense of loyalty is not without problems, especially in multi-ethnic societies, precisely because of the threat of losing the social stability (Ortmann, 2009: 26).

For the states that gained independence after World War II, the process of selecting the national language was very important. Large number of language users, including those in mass media supports the construction and combination of geographical distribution of imagined communities (Anderson, 1991). Also, it supports nation building process (Simpson, 2007b: 1; Simpson, 2007a). In an attempt to build and maintain a national identity, language is considered to be the primary determinant of success besides the knowledge. In fact, the use of a common language throughout the territory unites its inhabitants (Simpson, 2007b: 2).

As noted by Steve Fenton, ethnic groups are not just groups of people who share a culture and a common ancestor. The ideas of origin and culture are rather stimulated and used as a reference in order to strengthen a sense of community, a sense of a "groupness" and a common destiny (Fenton, 2007: 20). Assuming that the groups are, in some sense, socially constructed, it is important to indicate the possible answers to a question of who creates the design? Steve Fenton suggests three possible answers: 1) the idea of the group is not constructed by "us", but it is constructed "for us by others". It reflects the reality of colonial period, in which the colonial power established the names for



the “indigenous people”, affecting their form. In the postcolonial world it is easy to find examples of groups whose names and shape are a direct consequence of colonial history; 2) the identity of the group may be a result of the group members work, of the efforts of elites within them and the leaders of the party; 3) groups can be formed by the action of the state and administrative regulations (Fenton, 2007: 20–21). It reveals a very strong role of the state and government in managing the language and culture and affecting the shape of social relations. Language as a core element of culture becomes a major factor contributing to the sense of national identity. Language changes and evolves from the bottom up, and frequently connected by the actions of the politics – mainly through language policy.

Language policy and language planning should not be treated as one topic. Harold S. Schiffman defines language policy (after Bugarski) as a “policy of a society in the area of linguistic communication—that is, a set of positions, principles and decisions reflecting that community’s relationships to its verbal repertoire and communicative potential” and language planning “understood as a set of concrete measures taken within language policy to act on linguistic communication in a community, typically by directing the development of its languages” (Schiffman, 1996: 3).

Linguistic culture is defined as a set of behaviors, assumptions, cultural forms, prejudices, folk belief system, attitudes, stereotypes, ways of thinking about language, and religion-historical circumstances related to a language. The basic notion postulated by Schiffman is that language policy is grounded in linguistic culture (Schiffman, 1996: 5).

Mohammad Hasan Amara and Abd Al-Rahman Mar’i note that there is a close connection between language, identity and

policy. As it was mentioned, language is a means of communication and also a system of signs and symbols. Language should be treated and perceived broadly as an open system which influences and is influenced by nonlinguistic factors. Language is perceived as an important element of socialization, individual and collective, provides knowledge about feeling, aspirations. Moreover it defines us, as we are and as we wish to be seen (Amara, Mar’i, 2002: 2).

It seems clear that there is a distinction among language practices, language ideology and language policy. The use of the linguistic repertoire by community is defined as a language practices. Language ideology is understood as an expression of the perceptions concerning language and its use. Language policy is government instrument, the means by which polity attempt to influence or to shape the language itself. Language policy could be anchored in the official documents such as constitution, language law, and government document or in an administrative regulation (Amara, Mar’i, 2002: 2).

### **Indonesia – language and national unity**

Every country in Southeast Asia since its independence has been coping with ethnic tension, social stability and national unity issues. These three elements have been blended and affecting each other. It is important for a country which just regained its independence to begin the process of building national unity which may determine the development of a nation.

In Indonesia, before the independence, it was estimated that there were over three hundred traditional and ethnic groups. Afterwards there was political tension, dispute among local ethnic groups creating chaos which became a threat to the national unity (Adhuri, 2007:

11). The territorial integrity and national unity are based on postcolonial nationalist project implementation with the theme of 'Unity in Diversity'.

Indonesia had been more than three hundred years under the domination of the Dutch; therefore many ethnic, cultural or political issues may refer to this history. Though Indonesia was colonized by the Netherlands as a whole, there was no statehood until the late forties of the twentieth century (Vickers, 2005: 2–3). However, under the rule of the Dutch, Indonesians began to perceive themselves as a nation. Japanese attacked Indonesia in 1942 served as the impetus for the national movements that began to expand and strengthen, leading to the Indonesian Revolution (1945-1949) completed by the declaration of independence (Vickers, 2005: 2–3).

Innovative ideas began to appear mostly in Java and Sumatra. Basically, two types of ideas arose concerning with the organization and the concept of identity. The first idea is focused on the issues of leadership, while the other one is based on social, religious, political and economic concerns. The leaders can be divided into two groups: elite Javanese aristocratic members of the upper class - *priyayi*, and a group of *santri*- derived from religious and reformist Muslim communities (Laskowska, 2011: 49).

In 1928, second Youth Congress was organized by the student communities. The concept of Indonesian identity was not yet present, but it appeared in a stronger form as a result of the congress. The delegates took the oath, but more importantly they came from different ethnic, religious, cultural and affirmed the existence of one country. The idea of one language and one nation reflected a process of forming self-awareness.

However, the struggle for giving a social meaning to "Indonesia" as an archipelago country for the massive population to identify themselves as Indonesians turned out to be a very difficult process. Collective identification in Indonesia was a main challenge for Sukarno and Suharto - Indonesia's first and second president. Both were focused largely on the consolidation of this identification (Simpson, 2007b: 3).

The project to build "the Indonesian nation and state" was established by the Indonesian language as a neutral language, to unite all ethno-linguistic groups in Indonesia, the adoption of *Pancasila* ideology as the basis for the social and political relations and the rejection of Islam as state religion.

The problem of determining national language in Indonesia appeared with the beginning of the formation of nationalist movements in the first decade of the twentieth century. This issue has been a challenge for all postcolonial state, the decision about the national language has its political, social and cultural consequences. There were several possibilities: international language and the language of the colonizer or the local language, which could become the national language (Paauw, 2009: 2). In the case of Indonesia, there was some choice of three languages: the Dutch as the language of the colonizer, the language of the largest and most influential ethnic group-Javanese and historical *lingua franca* of the region – Malay (Paauw, 2009: 2–3).

It was decided to discard all previous considered language and to accept the Indonesian language as the national language, language based upon the Malay language (see Nugroho, 1957). Dutch language was rejected since the adoption of a foreign language would be a symbolic gesture of maintaining a relationship. Javanese language was discarded due to the

fear that the sense of favoring the largest ethnic group in Indonesia can become an obstacle to the unification of the nation.

Indonesia is an archipelago country which consists of around 13,000 islands. Indonesian geography in some sense reflects the diversity of the nation, plurality of ethnic groups, cultures, and languages. The people of Indonesia, at present totally more than 240 million (2012), speak a large number of languages. It is estimated there are over 400 languages in Indonesia. In 1972 The National Language Institute, the institutional predecessor of the present National Center for Language Development in Jakarta indicated number of 418 languages. It was estimated there were 569 languages in Irian Jaya and National Language Institute listed 128 languages in this province (Nabanan, 1991: 116–117; see Errington, 1986).

Bahasa Indonesia was declared the “state language” in August 1945 in Indonesian Constitution. As the national language, it serves as the only official language in Indonesia. Indonesian language is based on Malay language; however it has its own originality what was essential for independent state and from the beginning it has been treated as an instrument of connecting all ethnic groups in Indonesia (see Sneddon, 2003). The National Center for Language Development of the Ministry of Education and Culture as the main institution for the development of language has been protecting Bahasa Indonesia from strong regionalisms and localisms (Nabanan, 1991: 118). From the national central point, it is important due to linguistic diversity (see Laitin 2001).

Indonesian languages may be divided into three classes: 1) Bahasa Indonesia, 2) local or regional languages (also called “vernaculars”), 3) foreign languages. The 1971 census showed the proportion of the number of speakers: 40.8% of Indonesian, 59% of vernaculars, and 0.2% of foreign

languages. The figure for the vernacular language showed the percentage of speakers who did not speak Bahasa Indonesia at all (Nabanan, 1991: 117).

Indonesian government believed that the adoption and development of a national language is an essential feature of nationhood. Former Prime Minister of Malaysia, Tunku Abdul Rahman that “it is only right that as a developing nation we should want to have a language of our own ... If the national language is not introduced, our country will be devoid of a unified character and personality - as I could put it, a nation without a soul and without life.” Language is treated as a powerful instrument, individuals may express their thoughts, beliefs and personality, but what is more important groups may identify their collective consciousness (Hoy-Kee, 1971:73).

### **Israel– language and national construction**

Hebrew language was spoken in ancient Israel, from the era of the Babylonian exile; however, it began to come out of general use, and became a dead language. Hebrew was used only in prayers during the ceremony and in religious texts. In everyday life, the Jews used other languages: originally Aramaic, later Yiddish (Ashkenazi, mainly in the Diasporas) and Ladino (the Sephardic language) or Arabic. At the end of the nineteenth century, due to the efforts of Eliezer ben Yehuda - reviver of the Hebrew language - modern version of the Hebrew language started to be created. Since the establishment of Israel in 1948 Hebrew is official language of this state (Rabin, 1973; Sáenz-Badillos, 1993).

The history of the Hebrew language can be divided into several periods: 1) Hebrew, the spoken language, was used in the twelfth century BCE; 2) an ancient Hebrew (biblical) was defined as the literary language in which the Hebrew Bible was

written. It was the period from 1200 to 200 BCE (although as a written language, it remained to be used for more than two centuries; 3) Rabbinic Hebrew (Rabbinic) was dated since the fourth century BCE (or at least since 200 BCE) until the middle of the second century CE. This type of Hebrew probably was not directly derived from the Hebrew Bible, but rather from the previous dialects. It was the spoken language of Jews living in Palestine, along with Aramaic. In the first century, around 70 CE Rabbinic Hebrew became the language of literature; 4) the medieval Hebrew was dated approximately from 500 to 1880 as a primarily a liturgical language. It was also used to write poetry, scientific and philosophical works; 5) Modern Hebrew from 1881 onwards as the year in which Eliezer Ben Yehuda arrived in Palestine and began his great work. It was also the period of revival of the national culture and political thought among the Jews. The need for language restoration appeared primarily among the scattered Jewish masses around the globe. Strong ethnic accents in Europe in the nineteenth century were also influenced by the Semitic community who needed such a strong bond as language (Kutscher, 1982; also Hoffman 2004).

Hebrew language is used by more than 5 million people. It is roughly estimated from the Israeli Arabs and Israelis living in exile, the number of members of the Hebrew language may be around 8 million. Israeli supreme institution which is dedicated to the Hebrew language is the Hebrew Academy - continuation of Hebrew Language Council founded by Eliezer ben Yehuda to restore the Hebrew language to the general public. The academy was established in 1953 on the basis of the Israeli government decision. Hebrew is the main language of the Jewish population in Israel, but it is also the native language of a non-Jewish Israeli citizens, mostly native speakers of Arabic (Myhill 2004: 73).

Although Hebrew language never completely disappeared, it may be related with language re-creation. John Myhillin *Language in Jewish Society: towards a New Understanding* writes "it is necessary to state clearly at the outset: that the revival of Hebrew is, as far as we know, an event unique in human history. There has never before a case of what I am referring to as a 'revival', a natural language which was previously spoken by native speakers, then ceased to have native speakers, and then came again to have an entire community of speakers—in fact an entire nation of native speakers. This is simply an undeniable empirical fact. There have, of course, been languages which were seriously endangered but which appear to be making a comeback (such as Catalan) but this is quite a different matter, because they always retained a significant stock of native speakers" (Myhill 2004: 74).

Hebrew language may also survive as it was used as a written language and used as a means of communication. The role of Hebrew language may be understood as an expression of Judaic heritage, instrument ensuring survival of the Jewish people, both in Diasporas and in Israel. It was kept in mind that in order to be a nation, Jewish people needed to have their language, as their *lingua franca*. For revivalists, Hebrew language could be a uniting force among Jews around the world (Moragh 2000).

Gilead Morahg writes "if we accept the premise that there is a Jewishness that transcends all Judaism and binds them together, and if we try to identify the components that constitute this Jewishness, it is difficult to avoid the conclusion that Hebrew is a crucial unifying element and that abandoning Hebrew education in America may very well mean abandoning one of the primary defenses against the fragmentation and dissolution of the Jewish people." In this sense, Hebrew is an

essential force unifying the Jewish people (Moragh 2000).

Zionist ideology has aimed to create a new identity. The central role of it was assigned to Hebrew language. There were some slogans such as “The Hebrew person speaks Hebrew” and “He will work the Hebrew ground” which reflected how devoted Israel was in spreading the Hebrew language among citizens, immigrants and Arabs as one (Amara, Mar’i 2002: 55).

“Fostering the teaching of the Hebrew language and culture in all the ranks of the society” was indicated by the Israel as a fifth goal. It showed that government treated the teaching of the Hebrew language as a national mission. All language developments were focused on turning Hebrew into the dominant language of the country (Amara, Mar’i 2002: 55). The most important goal of the state is to achieve a high linguistic competence in spoken and written Hebrew. It is assumed that Israel government aims to change Israel into a monolingual, not multilingual state, despite the fact Israeli society is diverse and some groups prefer and are interested in preserving their mother tongues (Amara, Mar’i 2002: 58–60).

Hebrew language is generally conceptualized as the Jewish language, and it continues to be used as a ritual language and as a symbol of Jewish identity in the Diasporas, creating and maintaining national identity (Myhill 2004: 58).

### **Poland – language and stateless nation**

Polish language belongs to the West Slavonic group of Indo-European languages. Because of its structure, Polish language is classified as inflectional and synthetic language. As a separate language, Polish began to spread in tenth century, and played a crucial role during formation and development of the Polish state. The earliest preserved records of individual

words in the Polish language from the twelfth century. Until the fourteenth century, Polish language existed only in the regional and folk spoken varieties. Supra-regional variety of language developed in the fifteenth and sixteenth centuries, as evidenced by the Renaissance literature written in Polish. Initially, development of the Polish language was influenced by the neighboring languages - German and Czech, as well as Latin. In later centuries Polish was marked by a significant influence of the French language. Number of Polish speakers can be estimated to more than 45 million people, of whom 38 million live in Poland. Polish language is used by groups of Poles and Polish origin people living abroad, to name a few, in the U.S., Canada, Australia, Germany, Great Britain, France, and also in Belarus, Kazakhstan, Lithuania and Ukraine. Locally, the most common spoken dialects used are Kashubian, Silesian, and Mazovian (Grzywacz 2012: 9).

One of the biggest stories of the sustainability of the Polish language which is also prominent for Polish national identity was Partitions of Poland, resulting in the elimination of sovereign Poland for 123 years. In 1772 the First Partition of Poland took place, the second was signed in 1793 and third in 1795. Polish territories were divided into Russia Empire, Habsburg Austria and Kingdom of Prussia. Although the people are categorized into various blends such as the Germanization and Russification of Polish territory, it remained to keep Polish language and culture. Language becomes an essential element of national identity and strengthened it due to the lack of statehood. Polish language was the most important factor and the expression of national consciousness, Russification and Germanisation met with fierce resistance.

Germanisation and Russification are the process of assimilation German or Russian language and culture by individuals

and social groups which are mixed with other cultures. Both may occur as a result of a coercion administration or education and can be voluntary work but it does not involve any direct pressure. It is often understood as a process of denationalization, through inducement or coercion of Indigenous people to assimilate a specific area of the German or Russian language and culture, as well as the process of the language, culture and people spread through assimilation and adaptation of foreign words.

Germanisation had started long before the Partitions of the Polish state. It was dated to 1740 when Prussian king Frederick the Great decided to occupy area of Upper Silesia. Upon entering the Prussian troops to this area, there were a number of Polish people. In 1744 in Silesia, Prussia introduced a ban on Polish language used in the judiciary. Ten years later, it was forbidden to employ teachers in schools who did not master German language. In 1763 there was a general obligation not to use the Polish language in all primary schools; a year later, all the teachers who did not understand the German language were banned to teach in schools. In 1766 Frederick the Great issued an edict ordering all teachers to master German language or else they could lose their jobs. Germanisation did not stop after the Partition of the Poland, the Prussian authorities were aware of the widespread presence of the Polish culture and language in the conquered territories conducted the new restrictions and repressions against Polish people. From 1810 it was prohibited to use the Polish language during the masses celebrated in Protestant churches. In 1826 there was an order to use German language during confessions and sermons (Drabina, 2002).

In Pomerania, in 1834 the German language was introduced as the language for lecturing. In Poznań, Germanisation

process ended in 1887, after a complete prohibition of using Polish language - even in primary schools. During this time, the German language was introduced to the government and the judiciary. In 1900 Polish language was forbidden to use during religion classes which triggered a wave of strikes - including in Września in 1901 which became the most glaring manifestation of resistance to this educational policy.

Germanization process was slightly different under the Austrian annexation. In 1805 the Cracow Academy was Germanized, however it was Polanized already in 1809, and nine years later it awarded the autonomy re-named it as the Jagiellonian University. The situation began to change in the sixties of the nineteenth century. Germanisation process stopped and Polish language went back to schools and administration.

Russification process started later. Education was under the supervision of former University of Vilnius using Polish language as a language of instruction. In Warsaw, The Society of Friends of Learning and the king of Saxony Frederick Augustus preserve the integrity of the Polish language. Good conditions also existed in the early years of the Congress in Poland. The basic education and vocational training were expended and in 1816 the University of Warsaw was established (Frączykowski 2001; Korobowicz, Witkowski 2009).

The reinforcement effort of Russification coincided with the collapse of the November Uprising in 1831. The Society of Friends of Learning was resolved. A year later, Russian language became an official language and the University of Warsaw was closed. The crisis of the Crimean War improved the situation for a moment. The defeat of the January uprising sparked another wave of Russification. It was ordered in 1866 to learn and use Russian languages and in 1868 Russian became the language of administration and the

judiciary. A year later public schools were transformed into Russian schools. Authorities made some concessions in 1905 allowing Polish language to be present at the private schools (Frączykowski, 2001).

In nineteenth-century in Tsarist Russia language policy was based on Russian only. However, from this policy some variation occurred, especially in the partitioned Poland occupied by Russia. From the anecdotal evidence, like autobiographies of Polish speakers, like Maria Skłodowska-Curie told that teacher at school covertly taught in Polish, however, during the evaluations, the best students (those speaking Russian best) were parading before the school inspector. This is what Schiffman calls "Potemkin" policies. Potemkin village was a construction of false-front, with smiling and waving actors to Tsarina Catherine the Great (Schiffman, 1996: 6).

Polish language not only constitutes a part of Polish culture, but also endures the endangered Polish national identity and the lack of supports became part of struggle and opposition to such a situation. Polish language was treated as a basic instrument in the fight for national liberation.

## Conclusions

Language in education can be divided into two major categories: medium of instruction and language taught as a subject. These functions of language can be classified into four categories: cognitive, instrumental, integrative and cultural. The first one is related to learners' intellectual development. The instrumental function refers to knowledge or how to use language for material purposes. The integrative function makes an individual become a member of the group using language as a symbol of identity. Finally, cultural function is related to the possibility in gaining a deep understanding and appreciation of the

culture to which language it belongs (Nababan, 1991: 121). At this point, cultural function seems to be the most important part. Learning a language is a process where all language skills are acquired which link to many areas, including country's economy, history, political system, and social issues.

For these reasons, language can be regarded as an essential part of culture and media. From the point of view of language, state-centric can perform its functions, but the key point is to unite and unify the society and to retain their sense of identity.

This work aimed to show and to determine what aspects are based on three different languages: Indonesian language as a neutral language, which was adopted in Indonesia primarily to unite the society in newly nation; the Hebrew language, which has been restored to be an initial reference point for the Jewish people, and became an official language of Israel, and become a key element of national identity; and at last the Polish language, which is an example of a language that has survived despite the absence of the Polish state and also became an essential element of connecting the Polish society.

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## KIAT PENGAMANAN BAHASA INDONESIA (*Tinjauan Skeptis pada Era Global*)

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### ABSTRAK

Akhir-akhir ini bahasa Indonesia mulai terancam keberadaannya. Ancaman ini berasal dari dua hal, yaitu penerapan otonomi daerah, yang berdampak pada semangat kedaerahan termasuk adanya kebijakan dalam penggunaan bahasa daerahnya masing-masing dan terutama gencarnya globalisasi yang berdampak pada penggunaan bahasa asing, khususnya bahasa Inggris. Banyak istilah dalam bahasa Inggris yang digunakan dalam berbagai situs kehidupan, baik di dunia pendidikan maupun di media massa. Jika kondisi demikian dibiarkan, maka akan ada peran bahasa Indonesia yang digantikan atau digeser oleh bahasa Inggris. Upaya penyikapan terhadap istilah asing dilakukan dalam tiga bentuk. Pertama, menjaga agar setiap kata asing yang masuk memperoleh padanan yang berterima, sesuai dengan situasi pemakaiannya. Kedua, menjaga agar tata bahasa Indonesia tidak berubah dan agar tetap dikuasai oleh para penuturnya. Ketiga, menggalakkan penulisan dalam berbagai bidang dengan bahasa Indonesia sesuai dengan ragam dan larasnya. Upaya pemaksimalan peran bahasa Indonesia dalam berbagai ranah kehidupan. Pertama, ranah kehidupan bermasyarakat, yang meliputi rumah-tangga, pergaulan (anak-anak, remaja, ibu-ibu, bapak-bapak), acara seremonial (upacara adat, tempat ibadah) dan lain-lain. Kedua, ranah berbangsa dan bernegara, yang meliputi petunjuk identitas kewarganegaraan, representasi hasil karya ilmu pengetahuan, teknologi, seni dan lain-lain. Ketiga, ranah pemerintahan, yang meliputi: perkantoran, pendidikan, lembaga kenegaraan, representasi kebijakan bidang ideologi, politik, ekonomi, sosial budaya, dan lain-lain.

**Kata kunci:** bahasa Indonesia, ancaman, pengamanan bahasa, ragam, laras.

Berdasarkan kesejarahan lahirnya bahasa Indonesia lebih karena faktor politis, yakni karena kebutuhan persatuan seluruh wilayah nusantara yang memiliki kesamaan nasib dalam perjuangan melawan penjajahan. Hal ini tercermin dalam ikrar pemuda seluruh nusantara pada tanggal 28 Oktober 1928 yang dikenal dengan sumpah pemuda. Sejak itulah bahasa Indonesia memiliki fungsi politis, menjadi alat

pemersatu seluruh wilayah nusantara dalam koridor bangsa Indonesia. Dalam perkembangannya bahasa Indonesia diangkat sebagai bahasa negara atau bahasa nasional dan bahasa resmi. Sebagai bahasa nasional, bahasa Indonesia digunakan sebagai alat komunikasi oleh seluruh bangsa Indonesia. Sementara itu, sebagai bahasa resmi, bahasa Indonesia digunakan sebagai alat komunikasi pada situasi-situasi

resmi pemerintahan. Secara hukum kedudukan bahasa Indonesia sebagai bahasa negara atau bahasa nasional tertuang dalam UUD 1945 pasal 36.

Sejak bahasa Indonesia ditetapkan sebagai bahasa negara dan bahasa resmi, bahasa Indonesia telah digunakan sebagai media komunikasi dalam berbagai ranah kehidupan bermasyarakat, berbangsa dan bernegara. Pada daerah dan kota tertentu bahasa Indonesia telah digunakan untuk berkomunikasi dalam kehidupan sehari-hari, mulai di lingkungan rumah, masyarakat, pergaulan antarteman, pasar, sekolah, dan kantor pemerintah. Namun, sebagian besar di wilayah negara Indonesia bahasa Indonesia hanya digunakan sebatas ranah resmi dan ilmiah. Di luar ranah itu, mereka menggunakan bahasa daerah. Hal ini diperkuat oleh adanya penerapan undang-undang otonomi daerah, yang membawa nuansa kesukuan lebih mengemuka dan sikap kedaerahan yang berlebihan. Implikasinya, banyak daerah yang membuat kebijakan penggunaan bahasa daerah masing-masing sebagai pengantar dalam pendidikan terutama pada kelas rendah. Hal ini tentu berdampak pada menurunnya semangat penggunaan bahasa Indonesia di daerah terutama pada tingkat anak-anak, yang pada akhirnya berpengaruh pada rendahnya kemahiran berbahasa Indonesia bagi anak-anak.

Pada sisi lain, globalisasi telah menembus batas kewilayahan (kenegaraan) dan berbagai situs kehidupan manusia (ekonomi, sosial, budaya, pendidikan, politik, dan teknologi). Segala peristiwa yang terjadi di belahan dunia mana pun dapat dengan mudah diketahui oleh masyarakat dunia, termasuk di berbagai pelosok di Indonesia melalui teknologi informasi, baik melalui jaringan televisi, internet, maupun media lainnya. Salah satu dampak globalisasi bagi bangsa Indonesia akhir-akhir ini adalah 'euforia' penggunaan bahasa asing, khususnya bahasa Inggris dalam

berbagai situs kehidupan sehari-hari di masyarakat, misalnya di sekolah dan perguruan tinggi (*bilingual, moving class, learning university, entrepreneur university, education for all, domain* dan sebagainya), mall (*Malang Town Square, Malang Olympic Garden, Batu Town Square* dan sebagainya), televisi (*TV-One, Trans-7, Metro TV*, dan sebagainya), koran (*Metropolis, sportainment, total football, show and celebrity*, dan sebagainya), komputer (*spasi, font, paste*, dan sebagainya), internet (*browsing, chatting, e-mail*, dan sebagainya), iklan (*rent car, tour and travel, corner drink, buy 2 get 1*, dan sebagainya).

Penggunaan bahasa asing secara terus-menerus dalam segala sisi kehidupan memang nampak dapat mencirikan sosok masyarakat yang maju, berpendidikan, bahkan terkesan 'keren'. Namun, pada sisi lain kondisi tersebut dapat mengancam keberadaan bahasa Indonesia. Jika bahasa asing digunakan dalam berbagai ranah yang sangat akrab dengan kehidupan sehari-hari masyarakat Indonesia, maka bahasa Indonesia jarang terdengar oleh mereka. Akibatnya, masyarakat Indonesia akan terbiasa dengan bahasa asing dan tanpa sadar akan meninggalkan bahasa Indonesia. Dengan demikian, bahasa Indonesia akan kehilangan peranannya dalam beberapa ranah kehidupan bermasyarakat, misalnya dalam pergaulan sekolah, periklanan, koran dan majalah, teknologi informasi, dan sebagainya.

Fakta lain, sebagaimana yang dikemukakan oleh Pusat Bahasa Kemendiknas RI, bahwa minat masyarakat Indonesia untuk belajar mahir berbahasa Indonesia kalah jauh dibandingkan keinginan masyarakat untuk mahir berbahasa asing. Bahasa Indonesia tidak terlalu diminati, bahkan sedang mengalami proses pengabaian. Dengan kata lain, bahasa Indonesia tidak dianggap penting untuk dipelajari dan hanya dijadikan bahasa tutur yang dipelajari secara alamiah karena

faktor lingkungan. Demikian pula dengan sikap positif masyarakat Indonesia terhadap bahasa Indonesia yang berada di peringkat ketiga, tertinggal dibanding bahasa asing dan bahasa daerah. Kenyataan itu menunjukkan bahwa bahasa Indonesia belum dapat menjadi lambang supremasi bahasa di tanah air sendiri. Sejumlah survei pendidikan menyebutkan bahwa nilai yang diraih para pelajar pada mata pelajaran bahasa Indonesia tidak selalu mendekati sempurna. Sementara itu, nilai pada mata pelajaran bahasa Inggris lebih tinggi. Kita harus menyadari bahwa bahasa Indonesia di negeri ini belum memiliki pamor untuk dijadikan simbol pencitraan negara di internasional. Di kandang sendiri, bahasa Indonesia masih kalah menarik dibandingkan dengan bahasa Inggris, bahkan bahasa Arab. Mahir berbahasa Inggris atau berbahasa Arab bagi orang Indonesia lebih mendatangkan kebanggaan daripada mahir berbahasa Indonesia. Kemahiran berbahasa Indonesia dianggap sesuatu yang lumrah, umum, dan tidak prestatif. Inilah problem penghargaan kita terhadap Bahasa Indonesia, kata Wakil Menteri Pendidikan dan Kebudayaan Bidang Kebudayaan, Wiendu Nuryati, di Jakarta, Selasa (29/11/2011).

Untuk menghindari terancamnya keberadaan bahasa Indonesia akibat perannya digeser oleh bahasa asing ada dua kiat pengamanan yang dapat dilakukan, yaitu penyikapan terhadap masuknya istilah asing dan pemaksimalan peran bahasa Indonesia. Kedua kiat pengamanan itu akan diuraikan pada bagian berikut.

## **Kiat Pengamanan Bahasa Indonesia**

### **1. Penyikapan Istilah Asing**

Untuk menyikapi derasnya istilah asing yang masuk dalam situs-situs kehidupan bermasyarakat sehari-hari ada tiga hal yang perlu dilakukan.

1) Menjaga agar setiap kata asing yang masuk memperoleh padanan yang berterima, sesuai dengan situasi pemakaiannya. "Globalisasi tidak bisa dibendung. Bahasa asing memang akhirnya populer, sampai tempat makam saja terasa keren dengan nama keinggris-inggrisan. Dalam kondisi seperti ini, jika bahasa Indonesia mau populer, harus terus dikedepankan dengan kata-kata yang padanannya tidak kalah keren dengan bahasa asing," kata Wakil Menteri Pendidikan dan Kebudayaan, Bidang Kebudayaan, Wiendu Nuryati, di Jakarta, Selasa (29/11/2011). Kecuali untuk tujuan pencendekiaan, sebaiknya kita tidak memperkenalkan kata baru bila kata yang semakna sudah ada dan berterima, meskipun merupakan kata serapan (pinjaman) sebagai akibat dari penerjemahan fonologis. Alternatif kata baru yang terlalu banyak dapat membingungkan masyarakat. Pada aspek pengembangan yang pertama, dilakukan penerjemahan. Ada dua jenis penerjemahan yang dianggap paling "mudah" dilakukan, yaitu (a) pengalihan pesan dengan mencarikan padanannya, dan (b) penjiplakan struktur (*calque*). Penerjemahan yang ideal adalah penerjemahan dengan cara memperoleh padanan yang berupa unsur dari bahasa Indonesia, bahasa Melayu, atau bahasa daerah. Namun, biasanya cara ini memerlukan waktu yang cukup lama. Contoh, kata '*effective*' diterjemahkan 'melakukan kegiatan yang tepat sesuai tujuan', kemudian dicarikan padanannya dari bahasa daerah Palembang yang memiliki arti yang hampir sama, yaitu kata '*sangkal*' dan '*efficient*' dicari padanannya dengan kata '*mangkus*'. Dalam keadaan mendesak, tindakan "darurat" yang dilakukan adalah melakukan penerjemahan fonologis, yakni mengambil bentuk kata asing itu dan disesuaikan dengan sistem bunyi dan ejaan bahasa

Indonesia. Ini sudah dilakukan sejak lama, misalnya *wanita* (Sanskerta), *kudeta* (Prancis), dan *nafsu* (Arab) (Alwi, 1986:78). Saat ini muncul kata dari bahasa Inggris seperti *real estate*, *mal* dan *kondominium*. Dewasa ini penerjemahan fonologis, yang tadinya merupakan upaya darurat bila terjadi tekanan deras bahasa asing, akhirnya menjadi upaya yang makin sering digunakan karena dianggap paling "mudah", khususnya apabila tidak cukup waktu untuk mencari padanan bahasa Indonesia atau bahasa daerah. Oleh karena itu, perlu dikembangkan prosedur penerjemahan fonologis yang sesuai dengan kaidah fonologi dan kaidah tata bahasa Indonesia sebagai pelengkap prosedur pembentukan istilah. Harus diketahui pula bahwa dalam bahasa teknis biasanya terdapat dua laras, yakni laras "tinggi" yang digunakan oleh para pakar dalam penulisan ilmiah, dan laras "rendah" yang digunakan oleh para montir / pekerja tingkat praktek yang pada umumnya terdapat dalam bahasa lisan. Di bidang kedokteran, pada laras "rendah" terdapat istilah-istilah untuk para awam bukan dokter, seperti *kencing manis* (laras "tinggi" = *diabetes melitus*), *demam berdarah* (laras "tinggi" = demam *dengue*), atau *cacar air* (laras "tinggi" = *varicella*). Di bidang komputer, pada laras "tinggi" dikenal di-*on*-kan (laras "rendah" = *dinyalakan*), di-*safe* (laras "rendah" = *disimpan*), atau di-*copy* (laras "rendah" = *disalin*). Di bidang mekanik otomotif, pada laras "rendah" dikenal *roda gila* (laras "tinggi" = *eksentrik*), *stang* (laras "tinggi" = *tuas*), *stir* (laras "tinggi" = *kemudi*), *dongkrak* (laras "tinggi" = *pengungkit*), atau *as* (laras "tinggi" = *poros*).

2) Menjaga agar tata bahasa Indonesia tidak berubah dan agar tetap dikuasai (secara tidak sadar) oleh para penuturnya. Dengan demikian, gejala penjiplakan tata bahasa asing ke dalam

bahasa Indonesia harus dicegah. Dalam pengembangan istilah dan ungkapan, termasuk dalam hal kodifikasinya, perlu memperhatikan laras tata bahasa Indonesia. Pada aspek ini harus diamati seringnya terjadi pelanggaran atas kaidah tata bahasa Indonesia sebagai akibat adanya penjiplakan. Ini terlihat antara lain, pada pelanggaran atas hukum DM (diterangkan menerangkan) dan penjiplakan struktur bahasa Inggris ke dalam bahasa Indonesia. Hukum DM sudah sering dilanggar, misalnya dalam pemberian nama toko seperti *Sentosa Ban* atau *Setia Motor*. Hal ini juga terlihat pada seluruh kata asing yang diambil alih melalui penerjemahan fonologis dan penjiplakan, seperti kata *makro-ekonomi*, *mikro-ekonomi*, *agro-industri* dan *agrobisnis*. Tindakan penjiplakan itu salah dan "berbahaya" bagi pemertahanan kaidah bahasa Indonesia, walaupun sebenarnya tindakan itu sering terjadi karena ketidakpahaman penutur bahasa Indonesia tentang struktur ungkapan asing yang dijiplak. Dalam banyak hal, struktur MD tidak disadari oleh penutur, karena keseluruhan ungkapan asing itu dipandang sebagai satu satuan unsur bahasa. Kalau pemakai sadar bahwa strukturnya harus disesuaikan maka ungkapan tersebut akan dibaca *ekonomi makro* dan *bisnis agro*. Namun, dewasa ini masih ada saja pemakaian konstruksi hasil jiplakan dari konstruksi MD, misalnya *Gunung Geulis Resor* atau *Modern Bakeri*.

3) Menggalakkan penulisan dalam berbagai bidang dengan bahasa Indonesia sesuai dengan ragam dan larasnya. Bidang penulisan dengan bahasa Indonesia itu sejalan dengan perkembangan ilmu pengetahuan dan teknologi. Oleh karena itu, seluruh bidang keilmuan, baik ilmu pengetahuan alam (kedokteran, biologi, matematika, fisika, teknologi) maupun ilmu pengetahuan sosial (budaya, politik, ekonomi, manajemen, filsafat)

sebaiknya ditulis dengan bahasa Indonesia sesuai dengan kaidah tata bahasa Indonesia. Pengembangan tata bahasa Indonesia juga perlu terus digalakkan penggunaannya dalam bidang non-ilmiah, seperti perdagangan, periklanan, mode, seni, memasak, pariwisata, dan kesusastraan (Hoed, 2011:9-10). Kepala Pusat Bahasa Depdiknas Dendy Sugono mengatakan, sebenarnya pembakuan istilah dan peng'indonesia'an kata dan ungkapan asing sudah lama dilakukan oleh Pusat Bahasa, namun kalangan pers jarang menggunakannya. Menurut Yosi Herfanda (2010) penulisan istilah asing yang diserap dalam penulisan teks berita media massa masih beragam dan sangat banyak yang salah. Bahkan, kesalahan yang terjadi jumlahnya jutaan. Seperti kata 'shalat' dipakai 1.380.000 kali, kata 'sholat' (1.139.000) dan 'salat' (270.000). Kata 'ustad' (3.110.000), 'ustaz' (2.470.000), dan 'ustadz' (681.000). Kata 'wudhu' (151.000), 'wudlu' (59.300), dan 'wudu' (9.340). Kata 'gender' (924.000) dan 'jender' (76.000). Kata 'objek' (1.890.000), 'obyek' (1.840.000), dan 'objektif' (432.000), 'obyektif' (290.000). Serta kata 'even' (6.650.000), 'event' (6.650.000) dan kata 'iven' digunakan 290.000 kali. Menurut Yosi Herfanda, terjadinya perbedaan penggunaan istilah serapan itu karena perbedaan pedoman pembentukan istilah atau penyerapan bahasa asing Pusat Bahasa dan kalangan pers. Perbedaan cita rasa yang hendak dilekatkan pada istilah asing yang diserap ke dalam bahasa Indonesia. Anggapan dari kalangan pers bahwa pusat bahasa lamban dalam menyerap dan membakukan bahasa asing ke bahasa Indonesia, sehingga kalangan pers melakukan pembakuan secepatnya dengan cara masing-masing yang berbeda.

## 2. Pemaksimalan Peran Bahasa Indonesia

Dalam upaya peningkatan peran bahasa Indonesia dalam berbagai aspek kehidupan perlu dikemukakan betapa pentingnya fungsi bahasa bagi umat manusia. Samsuri (2000:4) berpendapat:

“Sejak bangun tidur pagi hari sampai malam hari, pada waktu istirahat manusia tidak lepas dari bahasa, bahkan ketika tidur lalu bermimpi pun menggunakan bahasa. Ketika seorang berdiam diri pada hakikatnya dia berbahasa, karena bahasa adalah alat untuk berfikir, merenung, merasa, berkeinginan, dan mempengaruhi. Bahasa sangat berakar bagi penggunaannya. Bahasa adalah tanda kepribadian yang baik maupun yang buruk, tanda yang jelas bagi budi manusia. Dari pembicaraan seseorang kita dapat menangkap keinginannya, latar belakang pendidikan, pergaulan, dan adat istiadatnya”.

Secara umum fungsi bahasa adalah alat komunikasi dalam berbagai aspek kehidupan sehari-hari. Di samping fungsi umum itu, bahasa memiliki fungsi khusus. Ada beberapa pendapat berkaitan dengan fungsi khusus bahasa. Finochiaro (1983) berpendapat bahwa fungsi bahasa meliputi fungsi: (1) personal, (2) interpersonal, (3) direktif, (4) referensial, dan (5) imajinatif. Selanjutnya, Halliday (1973) dalam Suparno (1994:18) berpendapat bahwa bahasa memiliki 7 (tujuh) fungsi, yaitu (1) instrumental, (2) regulatori, (3) representasional, (4) interaksional, (5) personal, (6) huristic, dan (7) imajinatif.

Mengacu pada dua pendapat ahli bahasa tersebut, bahasa memiliki peran yang sangat penting dalam kehidupan nyata. Bahasa memiliki peran dalam semua aspek kehidupan bermasyarakat. Bahasa yang dapat difungsikan dalam berbagai dimensi kehidupan adalah bahasa yang memiliki ketahanan yang kuat. Sebaliknya, jika bahasa itu hanya digunakan dalam ranah

tertentu saja, maka bahasa itu tidak memiliki posisi yang kuat di masyarakat. Semakin sedikit ranah bahasa itu digunakan, maka semakin kecil peran bahasa itu dalam masyarakat, yang pada akhirnya akan digeser oleh bahasa lain yang lebih banyak perannya dalam berbagai ranah yang ada di masyarakat. Dalam rangka memaksimalan peran bahasa Indonesia perlu dilakukan rekayasa bahasa. Menurut Takdir Alisyahbana (dalam Moeliono, 1985), aspek penting dalam rekayasa bahasa meliputi (1) pembakuan bahasa, (2) pemoderenan, dan (3) penyediaan perlengkapan seperti buku pelajaran dan bacaan. Haugen (1972:287-293) dalam salah satu tulisannya yang berjudul "*Language Planning, theory and Practice*", menyarankan agar rekayasa bahasa dimulai dengan pengetahuan situasi kebahasaan, setelah itu disusun program kegiatan yang meliputi penetapan sasaran, penetapan kebijakan untuk mencapai sasaran itu dan sejumlah prosedur untuk mengimplementasikan kebijakan itu.

Dalam rangka memaksimalan peran bahasa Indonesia dalam berbagai situs kehidupan bermasyarakat, ada dua hal yang perlu diperhatikan. Pertama, memperhatikan faktor-faktor yang dapat menggeser posisi bahasa. Kedua, meningkatkan peran bahasa Indonesia dalam ranah bermasyarakat, berbangsa, dan bernegara.

## 2.1 Faktor Pergeseran Bahasa

Secara konseptual yang dimaksud dengan pergeseran bahasa (*language shift*) adalah perubahan penggunaan bahasa secara evolusi dan konstan oleh penuturnya dari satu bahasa (asal) ke bahasa yang lain (bahasa target) (Holmes, 2001:51). Hal ini terjadi akibat adanya perubahan profesi atau pindah ke daerah lain sehingga secara sosial tidak memungkinkan penggunaan bahasa asalnya dalam kehidupan sehari-

hari, yang menyebabkan terjadinya pergeseran penggunaan bahasa asal ke bahasa target. Pergeseran bahasa, penurunan fungsi bahasa, dan penghilangan bahasa, dapat terjadi karena faktor perubahan sosial yang sangat cepat (Aitchison, 1991:50). Di dalam perkembangannya pergeseran bahasa tidak hanya disebabkan oleh adanya perubahan profesi dan perpindahan, tetapi ada beberapa faktor lain. Faktor penyebab pergeseran bahasa dikemukakan sebagai berikut.

### • Faktor Politik

Setiap negara senantiasa berusaha mempertahankan keberadaannya sebagai sebuah negara yang berdaulat. Satu aspek untuk mempertahankan keberadaan negara adalah memperlakukan bahasa nasionalnya sebagai alat komunikasi resmi kenegaraan. Setiap orang yang berinteraksi dalam konteks formal harus menggunakan bahasa nasional. Oleh karena itu, jika seseorang akan memasuki suatu negara, yang bersangkutan harus memahami bahasa nasional negara yang akan dimasuki. Dengan demikian, jika ada orang asing akan bekerja di Indonesia, atau negara lain akan bekerja sama dengan Indonesia, maka seseorang atau negara itu harus memahami dan menggunakan bahasa Indonesia, bukan justru sebaliknya seperti yang selama ini terjadi.

### • Faktor Sosial

Pergaulan pada kelompok sosial yang memiliki pengaruh kuat pada lingkungannya akan mempercepat pergeseran bahasa. "Kelompok sosial yang kuat biasanya menjadi idola dalam segala perilaku sosial, termasuk perilaku penggunaan bahasa" (Holmes, 2001:51). Sebagai contoh, anak-anak dari keluarga pernikahan yang berbeda latar belakang bahasa pertama (B1), mereka cenderung menggunakan bahasa Indonesia (B2) untuk berkomunikasi di lingkungan keluarganya.

Di dalam keluarga tidak mungkin diajarkan penggunaan bahasa *vernacular* (ragam bahasa kasar). Namun, karena pergaulan di luar rumah dengan kelompok bermain sehari-hari dengan waktu bermain yang leluasa, mereka memperoleh pilihan kata / ragam bahasa *vernacular* yang akhirnya terbawa dalam komunikasi di lingkungan keluarga. Dengan kata lain, terjadilah pergeseran bahasa, yakni dari ragam bahasa tinggi bergeser dengan ragam *vernacular*.

- **Faktor Sikap Apatisme**

Sikap apatisme terjadi karena kurangnya kesadaran masyarakat untuk mempertahankan bahasa etnisnya. Mereka tidak menyadari jika tidak ada usaha mempertahankan bahasa etnisnya, maka bahasa etnisnya akan tergeser oleh bahasa asing yang digunakan dalam berbagai ranah masyarakat. Dengan kata lain, "sikap apatis masyarakat terhadap bahasa etnis, akan mengancam terhadap eksistensi bahasa etnis mereka" (Ibrahim, 1998: 57). Dalam konteks pemertahanan bahasa Indonesia dari ancaman bahasa asing, sikap apatisme terhadap bahasa Indonesia harus dihilangkan. Hal ini dapat dilakukan dengan cara memberikan motivasi tentang kesetaraan prestise penggunaan Indonesia dengan bahasa asing.

- **Faktor Ekonomi**

Dalam kehidupan sehari-hari perekonomian merupakan aspek yang paling menonjol dilakukan manusia. Hampir seluruh aktivitas manusia berkaitan dengan perekonomian. Bahkan, karena tuntutan ekonomi seseorang harus merantau ke daerah lain atau kota lain (urbanisasi). Para urban akan kehilangan bahasa etnisnya, ketika setiap hari harus menggunakan bahasa asing (B2) dalam mengerjakan aktivitas kesehariannya dan dalam waktu yang relatif lama. "Untuk mendapatkan pekerjaan merupakan alasan yang paling jelas untuk mempelajari bahasa lain" (Holmes, 2001:58). Sebagai contoh,

para pencari kerja dari daerah yang menuju Jakarta tentu harus mampu berbahasa Indonesia karena bahasa yang digunakan sehari-hari di Jakarta adalah bahasa Indonesia. Di samping itu, aktivitas perekonomian senantiasa dilakukan dengan menggunakan bahasa Indonesia, sehingga secara pelan-pelan bahasa Pertama (B1) akan tergeser oleh bahasa Kedua (B2).

- **Faktor Budaya**

Suatu bahasa dikatakan kuat jika bahasa itu mengakar dalam budaya masyarakat penuturnya. Jika budaya masih secara aktif berlaku dalam masyarakat, maka bahasa yang menyertai budaya itu masih kuat. Sebaliknya, jika budaya tidak dilestarikan, maka bahasa sebagai media budaya itu akan tergeser, atau bahkan menjadi mati. Sebagai contoh hilangnya bahasa Jawa "ngujubake" untuk berbagai upacara adat petani di Jawa Timur khususnya upacara persiapan panen pertanian bagi petani di Jawa Timur. Hal ini disebabkan budaya itu telah hilang dari masyarakat petani di Jawa Timur.

Di samping itu, akulturasi budaya juga dapat secara pelan-pelan menggeser kedudukan bahasa pada masing-masing budaya yang berakulturasi (Holmes, 2001:58). Percampuran / perkawinan budaya pada akhirnya akan menghilangkan kekhasan masing-masing budaya. Mediasi budaya campuran tentu menggunakan bahasa yang netral. Misalnya percampuran budaya Bali dan budaya Madura mediasinya adalah bahasa Indonesia. Dengan demikian, budaya campuran secara konstan menyatu dalam kehidupan sehari-hari, dan bahasa yang digunakan adalah bahasa Indonesia. Pada akhirnya bahasa Bali dan bahasa Madura tergeser posisinya dalam konteks itu.

- **Faktor Perkembangan Teknologi**

Bagi negara berkembang teknologi merupakan hasil importasi dari negara lain. Kehadiran teknologi tentu membawa segala

aspek yang berkaitan penerapan teknologi itu. Salah satunya adalah bahasa yang digunakan sebagai representasi teknologi yang bersangkutan. Fakta keduniaan dan ilmu pengetahuan teknologi tidak akan terkomunikasikan jika tidak dinyatakan dengan bahasa. Hal ini sejalan dengan fungsi bahasa representasional, yakni bahasa berfungsi untuk menyajikan materi kebendaan yang memerlukan penunjukan (Halliday, dalam Suparno, 1994:19). Hadirnya teknologi dapat menghilangkan fungsi peralatan tradisional, sehingga alat-alat tersebut akan ditinggalkan. Sejalan dengan itu tergeser / hilang pula penggunaan bahasa yang melekat dengan alat tradisional. Sebagai contoh, kata “lesung” alat penumbuk padi, telah hilang diganti dengan “huller” alat penyelip padi. Terkait dengan itu, seyogyanya teknologi importasi yang digunakan di Indonesia, telah dicarikan padanannya dalam bahasa Indonesia, sehingga nantinya tidak tergeser oleh bahasa negara pengeksplorasi teknologi ke Indonesia.

## 2.2 Peningkatan Peran Bahasa Indonesia

Mengacu pada pentingnya bahasa Indonesia sebagai alat pemersatu bangsa dalam Negara Kesatuan Republik Indonesia (NKRI) dan banyaknya faktor yang menyebabkan pergeseran bahasa, sehingga mengancam eksistensi bahasa Indonesia, maka perlu ada upaya yang nyata untuk mempertahankan eksistensi bahasa Indonesia. Salah satu upaya yang dapat dilakukan adalah dengan meningkatkan peran bahasa Indonesia dalam seluruh domain kehidupan bermasyarakat, berbangsa, dan bernegara.

### • Peningkatan Peran Bahasa Indonesia dalam Domain Masyarakat

Yang dimaksud peningkatan peran bahasa Indonesia dalam domain masyarakat ini adalah memfungsikan bahasa Indonesia dalam seluruh aspek kehidupan bermasyarakat bagi seluruh lapisan

masyarakat Indonesia. Hal ini dimaksudkan agar bahasa Indonesia secara fungsional digunakan sehari-hari di dalam rumah tangga, pergaulan (anak-anak, remaja, ibu-ibu, bapak-bapak), upacara adat, pasar, warung, masjid, gereja, acara seremonial, tempat wisata / hiburan dan aspek kehidupan bermasyarakat lainnya. Dengan kata lain, bahasa Indonesia harus mengakar kuat dalam budaya masyarakat seluruh Indonesia. Jika kondisi ini dapat diciptakan, maka eksistensi bahasa Indonesia akan kuat, tidak akan tergeser oleh bahasa etnis ataupun bahasa asing. Secara teoritis bahasa Indonesia harus memiliki fungsi personal, interpersonal, direktif, referensial, imajinatif, di seluruh lapisan masyarakat Indonesia (Nababan, 1987:37).

Sebagai implikasi lebih jauh dari konsep ini diperlukan pementapan paradigma lama yaitu *bhinneka tunggal ika*. Walaupun berbeda latar budaya, sosial, suku, bahasa pertama (B1), dan agama, bahasa Indonesia harus digunakan oleh masyarakat seluruh wilayah Indonesia, baik dalam rumah tangga, pergaulan (anak-anak, remaja, ibu-ibu, bapak-bapak), upacara adat, pasar, warung, masjid, gereja, acara seremonial, tempat wisata, dan aspek kehidupan bermasyarakat lainnya. Dengan demikian, bahasa Indonesia akan mengakar pada seluruh masyarakat Indonesia, sehingga bahasa Indonesia betul-betul kuat di seluruh Indonesia.

### • Peningkatan Peran Bahasa Indonesia dalam Ranah Berbangsa dan Bernegara

Telah disadari, bahwa bangsa Indonesia itu lahir karena faktor politis, bukan antropologis. Dalam konteks ini bangsa Indonesia telah sepakat memilih salah satu bahasa *lingua franca*, bahasa Melayu, dijadikan bahasa Indonesia. Dengan demikian, peran bahasa Indonesia pada saat itu hanya untuk kepentingan alat pemersatu bangsa yang multi etnis dalam konteks bangsa Indonesia. Memang dalam perkembangannya bahasa Indonesia telah difungsikan sebagai



bahasa nasional, yakni sebagai alat komunikasi seluruh rakyat Indonesia dalam konteks kehidupan berbangsa.

Namun, sebenarnya masih banyak ranah berbangsa dan bernegara yang seharusnya memfungsikan bahasa Indonesia sebagai media representasinya. Misalnya, sebagai penunjuk identitas kewarganegaraan bagi seluruh orang yang mengaku sebagai warga negara Indonesia, sebagai representasi hasil karya ilmu pengetahuan dan teknologi masyarakat Indonesia, sebagai representasi produk perundang-undangan dan sistem hukum di Indonesia, sebagai representasi sistem pertahanan dan keamanan negara Indonesia, dan ranah kehidupan berbangsa dan bernegara lainnya. Peningkatan peran bahasa Indonesia dalam ranah berbangsa dan bernegara secara teoritis relevan dengan fungsi *instrumental*, *regulatory*, dan *representasional* (Wahab, 1998:25).

- **Peningkatan Peran Bahasa Indonesia dalam Ranah Kepemerintahan**

Seperti diketahui, bahwa selama ini bahasa Indonesia telah diangkat sebagai bahasa resmi. Artinya bahasa Indonesia telah digunakan sebagai alat komunikasi resmi dalam konteks resmi pemerintahan, misalnya perkantoran, pengantar pendidikan, departemen, dinas pemerintah, lembaga tinggi negara, dan lembaga-lembaga pemerintah lainnya. Dalam situasi ini bahasa Indonesia dapat ditingkatkan peranannya pada berbagai ranah penyelenggaraan pemerintahan secara menyeluruh, mulai pemerintahan desa, kecamatan, sampai dengan pemerintah pusat. Di samping itu, bahasa Indonesia harus digunakan dalam berbagai bentuk pelayanan pemerintah atau lembaga formal lainnya kepada masyarakat, sehingga seluruh ranah pelayanan umum / publik harus menggunakan bahasa Indonesia. Selanjutnya, seluruh kebijakan pemerintah baik berkaitan dengan ideologi, politik, sosial budaya, ekonomi, pertahanan dan keamanan harus menggunakan bahasa

Indonesia (Kartadi, 2000:15). Bahkan jika perlu membuat kebijakan yang ketat, siapa pun dan untuk kepentingan apa pun yang akan berhubungan dengan pemerintah Indonesia harus menggunakan bahasa Indonesia.

## **Simpulan dan Saran**

### **Simpulan**

Berdasarkan paparan di atas, dapat disimpulkan bahwa pada akhir-akhir ini bahasa Indonesia telah terancam keberadaannya. Ancaman ini berasal dari dua hal, yaitu penerapan otonomi daerah, yang berdampak pada semangat ke-daerahan termasuk adanya kebijakan dalam penggunaan bahasa daerahnya masing-masing dan gencarnya globalisasi yang sangat berdampak dalam penggunaan bahasa asing, khususnya bahasa Inggris di Indonesia. Banyak istilah dalam bahasa Inggris telah digunakan oleh hampir seluruh situs kehidupan yang akrab dengan masyarakat, misalnya sekolah (SD – PT), koran, majalah, TV, iklan, komputer, dan internet. Jika kondisi demikian dibiarkan, maka ada peran bahasa Indonesia yang digantikan atau digeser oleh bahasa Inggris. Dengan demikian, kedudukan bahasa Indonesia dalam ranah tersebut terancam, dan jika ranah lain pun diganti oleh bahasa Inggris, maka tidak lama lagi bahasa Indonesia akan ditinggalkan oleh masyarakat Indonesia, terutama generasi penerus. Oleh karena itu, harus ada upaya nyata untuk menangani ancaman keberadaan bahasa Indonesia, yaitu penyikapan terhadap masuknya istilah asing dan pemaksimalan peran bahasa Indonesia.

- Upaya penyikapan terhadap istilah asing dilakukan dalam tiga bentuk, yaitu (1) menjaga agar setiap kata asing yang masuk memperoleh padanan yang berterima, sesuai dengan situasi pemakaiannya, (2) menjaga agar tata bahasa Indonesia tidak berubah dan agar

tetap dikuasai oleh para penuturnya, dan (3) menggalakkan penulisan dalam berbagai bidang dengan bahasa Indonesia sesuai dengan ragam dan larasnya.

- Upaya pemaksimalan peran bahasa Indonesia dalam berbagai ranah kehidupan, yaitu (1) ranah kehidupan bermasyarakat, yang meliputi: rumah tangga, pergaulan (anak-anak, remaja, ibu-ibu, bapak-bapak), upacara adat, pasar, warung, masjid, gereja, acara seremonial, tempat wisata / hiburan, (2) ranah berbangsa dan bernegara, yang meliputi: petunjuk identitas kewarganegaraan, representasi hasil karya ilmu pengetahuan dan teknologi, produk perundang-undangan dan sistem hukum, sistem pertahanan dan keamanan negara, dan (3) ranah pemerintahan, yang meliputi: perkantoran, pengantar pendidikan, departemen, dinas pemerintah, lembaga tinggi negara, representasi kebijakan dalam bidang ideologi, politik, sosial budaya, ekonomi, pertahanan dan keamanan.

### Saran

Dalam rangka kedua upaya menangani ancaman terhadap keberadaan bahasa Indonesia tersebut perlu ada payung hukum dari pihak pemerintah Indonesia. Bentuknya dapat berupa undang-undang, peraturan pemerintah, ataupun bentuk kebijakan pemerintah lainnya. Hal ini dimaksudkan agar semua pihak menyadari perlunya penguatan peran bahasa Indonesia dalam segenap lapisan kehidupan di Indonesia, agar tidak tergantikan oleh bahasa asing, khususnya bahasa Inggris. Jangan sampai bahasa Indonesia menjadi bahasa 'purbakala', yang diakibatkan hilangnya peran bahasa Indonesia dalam kehidupan sehari-hari dan kehilangan penuturnya.

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## ANALISIS WACANA KRITIS PEMBERITAAN “SAWERAN UNTUK GEDUNG KPK” DI HARIAN UMUM *MEDIA INDONESIA*

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### ABSTRAK

Penelitian ini berjudul “Analisis Wacana Kritis: Pemberitaan Saweran untuk Gedung KPK di Harian Umum *Media Indonesia*”. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan analisis waacana kritis model tiga dimensi Norman Fairclough. Tujuan dari penelitian ini adalah, (1) Mendeskripsikan aspek kebahasaan yang digunakan dalam merepresentasikan tokoh dan topik pemberitaan, (2) Mendeskripsikan hubungan antara ideologi Harian Umum *Media Indonesia* dan aspek kebahasaan yang dihasilkan, dan (3) Mendeskripsikan situasi sosial, politik, dan budaya yang melatarbelakangi aspek kebahasaan yang digunakan. Hasil penelitian menunjukkan bahwa aspek kebahasaan berupa diksi, penggunaan kalimat, dan pemilihan sumber dalam kutipan langsung yang digunakan *Media Indonesia* dalam telaah, menempatkan tokoh atau institusi khususnya Dewan Perwakilan Rakyat (DPR) dalam representasi yang negatif. Hal ini erat kaitannya dengan ideologi nasionalisme yang dianut oleh institusi *Media Indonesia* yang lebih membela gerakan anti korupsi melalui Komisi Pemberantasan Korupsi (KPK). Meskipun demikian, representasi selain berkaitan dengan ideologi yang dianut, juga memiliki kaitan dengan kepentingan politik dari pemimpin institusi *Media Indonesia* yang menjadi pendiri dari Partai Nasional Demokrat (Nasdem) dalam melakukan pencitraan positif terhadap partai yang dipimpinnya.

**Kata kunci:** Representasi, Analisis Wacana Kritis, Media, Politik

Bahasa merupakan media bagi manusia dalam berkomunikasi. Melalui bahasa, manusia dapat mengungkapkan ide, pikiran, dan perasaannya. Namun demikian, saat ini definisi bahasa telah berkembang sesuai fungsinya bukan hanya sebagai alat berkomunikasi. Saat ini, bahasa telah menjadi media perantara dalam pelaksanaan kuasa melalui ideologi. Bahkan bahasa juga menyumbang proses dominasi terhadap orang lain oleh pihak lain

(Fairclough, 1989:2).

Sejalan dengan pernyataan di atas, Halliday (1978:2) juga menegaskan bahwa sesungguhnya bahasa bukan hanya terdiri atas kalimat, melainkan juga terdiri atas teks atau wacana yang di dalamnya terdapat tukar-menukar maksud dalam konteks interpersonal antara satu dengan yang lain. Konteks dalam tukar menukar maksud itu tidak bersifat kosong dari nilai sosial, tetapi sangat dipengaruhi oleh

konteks sosial budaya masyarakatnya.

Perkembangan peran dan definisi bahasa tersebut telah membawa pengaruh yang sangat besar terhadap kajian bahasa (linguistik). Linguistik tidak lagi bergerak dalam kajian struktural atau gramatikal, tetapi telah berkembang menjadi kajian-kajian yang lintas disiplin dengan bidang lain, seperti sosiolinguistik, pragmatik, analisis wacana, neurolinguistik, dan psikolinguistik. Kajian-kajian lintas disiplin itu menandai bahwa bahasa memang berperan besar dalam segala bidang kehidupan masyarakat.

Salah satu bidang yang juga memanfaatkan bahasa dalam kaitannya dengan pelaksanaan kuasa dalam ideologi seperti yang dijelaskan di atas adalah bidang media. Sebagian besar bentuk produksi media diwujudkan dalam bentuk bahasa. Dengan demikian, hubungan antara bahasa dan media merupakan dua hal yang tidak dapat dipisahkan. Richardson (2007: 6) menyatakan bahwa *"the language used in newspaper is one key site in naturalisation of inequality and neutralisation of dissent"*.

Pemanfaatan bahasa yang saat ini mendominasi media adalah penggunaan bahasa dalam wacana politik. Wacana politik banyak dihasilkan oleh media seiring dengan situasi politik Indonesia yang sangat dinamis. Salah satu pemberitaan politik yang saat ini menjadi sorotan dan publikasi media adalah pemberitaan mengenai saweran untuk gedung Komisi Pemberantasan Korupsi (KPK). Pemberitaan saweran untuk gedung KPK ini menjadi menarik karena melibatkan berbagai institusi negara dalam polemik tersebut, khususnya antara KPK dan DPR (Dewan Perwakilan Rakyat).

Kasus saweran untuk gedung KPK ini berawal dari pengajuan dana kepada DPR oleh KPK untuk pembangunan gedung baru bagi kantor KPK, karena gedung yang saat ini ditempati dinilai sudah tidak layak.

Namun, Komisi III DPR tidak mengabulkan pengajuan anggaran untuk pembangunan gedung baru KPK tersebut karena menurutnya Komisi III, masih layak gedung pemerintah yang dapat memenuhi kapasitas yang dibutuhkan KPK sehingga tidak diperlukan pembangunan gedung baru.

Kasus tersebut di atas menjadi semakin menarik karena mendapat publikasi dari berbagai media massa di Indonesia, baik cetak maupun elektronik. Pemberitaan tersebut pada akhirnya baik secara langsung dan tidak langsung membawa pengaruh besar kepada masyarakat sehingga masyarakat menjadi terlibat dalam saweran pembangunan gedung KPK. Berbagai lapisan masyarakat, mulai dari pedagang, tukang becak, hingga menteri bergerak melakukan sumbangan saweran untuk pembangunan gedung KPK tersebut.

Salah satu media massa yang aktif melakukan pemberitaan mengenai wacana saweran untuk gedung KPK adalah Media Indonesia Group. Pemberitaan disebarluaskan baik melalui media cetaknya, yaitu Harian Umum *Media Indonesia (MI)* maupun melalui media elektroniknya, yaitu <http://www.mediaindonesia.com>. Luasnya media penyebaran berita diperkirakan juga membawa dampak yang lebih luas terhadap konsumsi wacana tersebut.

Kasus ini memang bukanlah kasus yang terkini yang terjadi antara KPK dengan institusi negara khususnya DPR. Meskipun demikian, kasus ini memiliki nilai sejarah yang cukup penting dalam hubungan antara KPK dan DPR, karena setelah kasus ini muncul kasus-kasus lain yang menghiasi hubungan kedua institusi negara ini. Maka dari itu, kasus saweran KPK ini dinilai sebagai pemicu dari kasus-kasus selanjutnya sehingga penting untuk dianalisis dan dikaji secara kritis.

### **Identifikasi Masalah**

Berdasarkan latar belakang yang telah

diuraikan, dapat dirumuskan beberapa identifikasi masalah sebagai berikut, (1) Aspek kebahasaan apa saja yang digunakan *Media Indonesia* untuk merepresentasikan tema dan tokoh dalam pemberitaan "Saweran untuk Gedung KPK"? (2) Apa hubungan antara ideologi Harian Umum *Media Indonesia* dan aspek kebahasaan yang dihasilkan dalam merepresentasikan institusi negara dalam pemberitaan "Saweran untuk Gedung KPK"? (3) Situasi sosial, politik, dan budaya apa yang melatarbelakangi aspek kebahasaan yang digunakan untuk merepresentasikan institusi negara dalam pemberitaan "Saweran untuk Gedung KPK" di Harian Umum *Media Indonesia*?

### Kegunaan Penelitian

Penelitian ini diharapkan dapat memberi kontribusi secara teoretis dan pragmatis. Secara teoretis, penelitian ini diharapkan dapat memperkaya dan memperluas tema penelitian dalam bidang bahasa, khususnya analisis wacana kritis. Melalui analisis wacana pula diharapkan penelitian-penelitian mengenai bahasa dapat lebih aplikatif dan ramah terhadap situasi dan peristiwa sosial yang terjadi di masyarakat sehingga dapat menjadi solusi dari permasalahan yang ada di masyarakat. Secara pragmatis, penelitian ini diharapkan dapat memberi kesadaran kritis kepada institusi media dan pembaca media untuk lebih awas terhadap segala bentuk pemberitaan yang disalurkan melalui bahasa oleh media.

### Kerangka Teori

Alwasilah (2002:120) mengungkapkan bahwa teori berfungsi untuk membangun model atau peta yang menggambarkan dunia (data) seperti apa adanya. Melalui teorilah, dunia atau fenomena dapat disederhanakan, tetapi penyederhanaan ini dilakukan untuk menjelaskan atau

menerangkan bagaimana fenomena itu bekerja. Selain itu, teori juga merupakan penuntun dalam memberikan pemahaman lebih baik terhadap objek yang diteliti dalam sebuah penelitian (Sudaryanto, 1998:6). Teori yang digunakan dalam penelitian ini adalah Wacana Kritis Model Norman Fairclough (1992b, 1995a, 1998, 2000), Eriyanto (2006), Titscher (2009), Jorgensen (2007), dan Richardson (2007). Teori-teori ini digunakan karena selaras dengan permasalahan yang akan dianalisis dalam penelitian yang mengusung bidang analisis wacana kritis ini.

### Metode Penelitian

Metodologi adalah cara dalam penelitian untuk memperoleh "pengetahuan" dan "pemahaman" dari objek yang kita teliti. Metodologi dapat dilihat pada tiga tataran, yakni (1) paradigma yang digunakan (2) metode yang dipilih, dan (3) teknik yang dipakai (Hoed, 2011:7). Sementara itu, metode adalah cara yang harus dilaksanakan, teknik adalah cara melaksanakan metode dan sebagai cara, keberhasilan teknik ditentukan oleh alat yang dipakai. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif, yaitu metode yang bertujuan memberikan deskripsi secara sistematis mengenai data, sifat-sifat, dan hubungan fenomena-fenomena yang akan diteliti (Djajasudarma, 2006: 9).

### Sumber Data

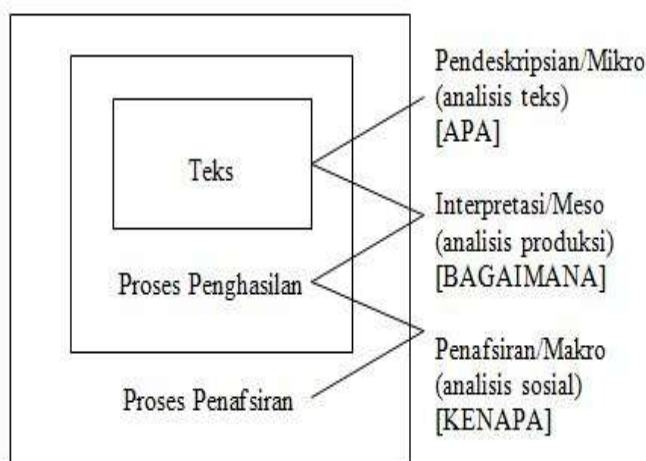
Data dalam penelitian ini merupakan data yang berjenis berita dan fitur bertema "Saweran Gedung KPK" yang hanya terdapat dalam Harian Umum *Media Indonesia* baik cetak, maupun elektronik yang diterbitkan pada waktu 26 Juni – 10 Juli 2012. Pemberitaan dalam media dicetak dipilih karena sebagai teks tertulis dinilai lebih mapan dibandingkan teks elektronik yang masih memerlukan teknik

transliterasi sebelum dianalisis. Secara keseluruhan data yang berkaitan dengan tema ini adalah ada 24 buah data. Meskipun demikian, data yang dipilih untuk dianalisis dalam penelitian ini hanya 17 buah data. Hal ini dipilih karena hanya pada ketujuhbelas data inilah dinilai memiliki muatan teks yang mengandung representasi yang penting untuk dianalisis secara kritis.

### Analisis Wacana Kritis Model Norman Fairclough

Analisis Wacana Kritis adalah sebuah upaya untuk proses (penguraian) untuk memberi penjelasan dari sebuah teks (realitas sosial) dari seseorang atau kelompok dominan yang kecenderungannya memiliki tujuan tertentu untuk mencapai tujuan yang diinginkan. Artinya dalam suatu konteks harus disadari adanya kepentingan. (Darma, 2009:49).

Kerangka teori yang digunakan dalam kajian ini adalah analisis wacana pendekatan Norman Fairclough (1992b, 1995a; 1998; 2000) yang dikenal dengan nama analisis wacana tiga dimensi. Perhatikan Gambar 1 berikut ini.



Gambar 1. Kerangka Analisis Wacana Tiga Dimensi Fairclough (Disarikan dari Fairclough, 1992a:73; 1995a:59; 2000:313)

Yang dimaksud dengan analisis wacana tiga dimensi ini ialah analisis yang melibatkan tiga tingkat analisis: (1) analisis teks atau *textual* (mikro), yaitu pendeskripsian (*description*) mengenai teks; (2) analisis wacana atau *discourse practice* (meso), yaitu interpretasi (*interpretation*) hubungan antara proses produksi wacana dan teks; (3) analisis sosio-budaya atau *sociocultural practice* (makro), yaitu penjelasan (*explanation*) hubungan antara proses wacana dengan proses sosial (Fairclough, 1992a:73; 1995a:59; Idris, 2006:75).

Dimensi pertama yang merupakan dimensi mikro dalam kerangka analisis wacana kritis Fairclough ialah dimensi analisis teks. Analisis dimensi teks meliputi bentuk-bentuk tradisional analisis linguistik – analisis kosa kata dan semantik, tata bahasa kalimat dan unit-unit lebih kecil, dan sistem suara (fonologi) dan sistem tulisan. Fairclough menandai pada semua itu sebagai ‘analisis linguistik’, walaupun hal itu menggunakan istilah dalam pandangan yang diperluas (Fairclough, 1995a:57; 2000:311).

Dimensi kedua yang dalam kerangka analisis wacana kritis Norman Fairclough ialah dimensi kewacanaan (*discourse practice*). Dalam analisis dimensi ini, penafsiran dilakukan terhadap pemrosesan wacana yang meliputi aspek penghasilan, penyebaran, dan penggunaan teks. Beberapa dari aspek-aspek itu memiliki karakter yang lebih institusi, sedangkan yang lain berupa proses-proses penggunaan dan penyebaran wacana. Berknaan dengan proses-proses institusional, Fairclough merujuk rutinitas institusi seperti prosedur-prosedur editor yang dilibatkan dalam penghasilan teks-teks media.

Dimensi ketiga adalah analisis praktik sosiobudaya media dalam analisis wacana kritis Norman Fairclough merupakan analisis tingkat makro yang didasarkan pada pendapat bahwa konteks sosial yang

ada di luar media sesungguhnya memengaruhi bagaimana wacana yang ada ada dalam media. Ruang redaksi atau wartawan bukanlah bidang atau ruang kosong yang steril, tetapi juga sangat ditentukan oleh faktor-faktor di luar media itu sendiri.

Fairclough (1992a:67) menyatakan bahwa praktik sosial memiliki berbagai orientasi, seperti ekonomi, politik, sosial, budaya, ideologi, dan sebagainya, dan wacana merupakan gambaran dari semua masalah tersebut. Dengan demikian, analisis dimensi praktik sosial merujuk kepada usaha menjelaskan persoalan yang berkaitan orientasi seperti di atas, seperti berkaitan nilai, kepercayaan, ideologi, filosofi, budaya, dan lain-lain yang terdapat di dalam wacana (Idris, 2006:81).

Penggunaan aspek kebahasaan dalam penelitian ini merujuk kepada analisis teks atau didefinisikan sebagai suatu bentuk pemanfaatan aspek-aspek bahasa, dari aspek morfologis, sintaksis, dan konteks dalam pemberitaan kasus saweran gedung KPK. Dengan kata lain, ekspresi kebahasaan juga dapat didefinisikan sebagai upaya pemanfaatan alat-alat bahasa diekspresikan atau digunakan dalam pemberitaan kasus tersebut di atas.

Sementara itu istilah representasi dalam penelitian ini menunjuk pada bagaimana seseorang, satu kelompok, gagasan, atau pendapat tertentu ditampilkan dalam pemberitaan. Representasi atau misrepresentasi tersebut adalah peristiwa kebahasaan. Bagaimana seseorang ditampilkan, dapat terjadi pertama-tama dengan menggunakan bahasa. Melalui bahasalah berbagai tindak representasi ini ditampilkan oleh media dan dihadirkan dalam pemberitaan. Oleh karena itu, pemakaian bahasalah yang perlu dikritisi dalam pemberitaan yang dilakukan oleh media (Eriyanto 2006:116).

### Analisis Mikro Pemberitaan "Saweran untuk Gedung KPK"

Dari berbagai alat kebahasaan yang digunakan media Indonesia dalam pemberitaan "Saweran untuk Gedung KPK", terdapat tiga alat yang menandai representasi tema dan tokoh yang terlibat dalam pemberitaan tersebut di atas. Yaitu melalui diksi, penggunaan kalimat luas sebab akibat, dan pemilihan sumber dalam kutipan langsung. Penggunaan diksi aksi saweran yang lebih mendominasi dibandingkan dengan diksi sumbangan telah menandai bahwa *Media Indonesia* lebih menempatkan tindakan pengumpulan dana untuk pembangunan gedung KPK tersebut sebagai suatu "gerakan massa" yang terjadi di Indonesia. Sementara itu, pemanfaatan kalimat luas dengan konstruksi sebab akibat telah menempatkan DPR dalam representasi yang negatif karena diposisikan sebagai pihak yang menjadi penyebab terjadinya aksi gerakan tersebut. Demikian pula halnya pemilihan nara-sumber pada kutipan langsung, *Media Indonesia* lebih dominan menyuarakan pendapat dari pihak yang berpihak kepada KPK daripada menyuarakan pendapat yang memihak kepada DPR. Hal ini menempatkan KPK pada representasi yang positif dan DPR pada representasi yang negatif. Di bawah ini adalah analisis dari aspek kebahasaan tersebut.

- (1) Aksi saweran gedung KPK yang dimulai 27 Juni lalu, hingga saat ini mencapai sekitar Rp 200 juta. (*MI*, 9 Juli 2012).
- (2) Ide menggalang dana publik teretus karena Komisi III DPR belum menyetujui anggaran pembangunan gedung baru KPK meski telah diminta sejak 2008. (*MI*, 27 Juni 2012).
- (3) Sumbangan masyarakat ke Komisi Pemberantasan Korupsi untuk pembangunan gedung baru terus mengalir. (*MI*, 21 Juni 2012).



- (4) *Penggalangan dana* untuk membangun gedung Komisi Pemberantasan Korupsi (KPK) juga berlangsung di Kota Solo, Jawa Tengah. (MI, 23 Juni 2012).

Contoh data (1) – (4) menandai bahwa untuk kasus dalam konteks yang sama, *Media Indonesia* memilih diksi yang bermacam-macam, yaitu diksi *aksi saweran*, *ide menggalang dana publik*, *sumbangan masyarakat*, dan *penggalangan dana*. Keempat diksi tersebut memiliki makna semantik yang berlainan pula. Secara semantik leksikal, makna kata *sumbangan masyarakat* yang berarti ‘pemberian sebagai bantuan dari masyarakat’ memiliki makna yang lebih netral dibandingkan *aksi saweran* dan *penggalangan* yang memiliki makna ‘gerakan mengumpulkan dana dari masyarakat’.

- (5) *Gara-gara* DPR *menolak* rencana pembangunan gedung baru Komisi Pemberantasan Korupsi (KPK), pimpinan KPK sudah sepakat untuk ikut saweran untuk rencana pembangunan gedung KPK. (MI, 29 Juni 2012).
- (6) Ide menggalang dana publik teretus *karena* Komisi II DPR belum *menyetujui* anggaran pembangunan gedung baru KPK meski telah diminta sejak 2008. (MI, 27 Juni 2012).
- (7) Komisi III DPR *bersikukuh* keberatan untuk mengabulkan permohonan anggaran untuk pembangunan gedung baru Komisi Pemberantasan Korupsi (KPK). DPR masih mendorong kepada KPK untuk memakai gedung pemerintah yang kosong.

Sementara itu, contoh data (5), (6), dan (7) merupakan contoh data pemanfaatan strategi linguistik yang berupa struktur kalimat. Kalimat luas pada data (5) di atas memiliki hubungan sebab-akibat yang ditandai dengan konjungsi *gara-gara* di awal kalimat karena anak kalimat mendahului induk kalimat. Sementara itu, data (6) memiliki hubungan akibat-sebab

yang ditandai dengan konjungsi *karena* setelah induk kalimat. Strategi yang senantiasa membandingkan KPK dan DPR dalam konstruksi kalimat sebab akibat seperti ini menempatkan DPR sebagai penyebab polemik yang terjadi dan menempatkan KPK sebagai korban dan dirugikan atas polemik tersebut.

Selain aspek kebahasaan secara struktural atau gramatikal, yang tidak kalah menariknya adalah cara *Media Indonesia* menyuarakan inspirasinya melalui kutipan langsung para tokoh yang menjadi narasumber. Berdasarkan data yang ada, secara kutipan langsung dapat diketahui bahwa *Media Indonesia* lebih menyuarakan pihak yang mendukung KPK dibandingkan mendukung DPR. Hal tersebut dapat dibuktikan dengan data berikut yang berupa beberapa contoh data berupa tentang kutipan langsung mengenai issue pemberitaan Saweran untuk Pembangunan Gedung KPK.

- (8) “Maksud dan tujuan JCW membuka posko ini adalah sebagai bentuk keprihatinan JCW karena gedung KPK harus segera diadakan.” 1.4.7 (JCW-Ketua Jogja Corruption Watch).
- (9) “Saya dengan senang hati menyumbang gaji saya selama enam bulan untuk pembangunan gedung KPK,” ujar Dahlan Iskan. 2.3.5 (Dahlan Iskan – Menteri Badan Usaha Milik Negara)
- (10) “Kalau KPK membutuhkan kita harus dukung,” kata Prabowo saat ditemui usai menghadiri Sarasehan Kebangsaan.4.2.3 (Prabowo – Partai Gerindra)
- (11) “Saya dukung pembangunan gedung KPK” 6.6.9 (Effendi Choirie, Anggota Komisi I DPR PKB).
- (12) “Sebagai orang awam, aku hanya ingin Indonesia tanpa korupsi.”6.10.10 (Charlie Van Houten – Mantan Vokalis ST 12)

- (13) "Kami hanya ingin membantu KPK. Ini bukan kehendak KPK, tapi kehendak rakyat. Buruh sangat geram kepada DPR RI yang tidak menyetujui anggaran untuk pembangunan gedung baru KPK." 7.4.5 (Soeharno – Ketua PBSI)
- (14) "Jadi silakan saja jika publik, termasuk PKL (pedagang kaki lima), ingin menyumbang pembangunan gedung KPK." 8.6.7 (Mahfud MD – Ketua MK)
- (15) "Saya terharu mendengar KPK mau membuat gedung baru tapi anggarannya masih terkendala di DPR." 10.3.5 (Darjo – Warga)
- (16) "Itu membuktikan dukungan besar masyarakat kepada KPK yang selama ini dinilai paling berhasil mengungkap kasus korupsi." 11.3.3 (Taufikurrahman Syaury – Anggota Komisi Yudisial)
- (17) "Ini jangan dibiarkan, jelas-jelas melanggar undang-undang (UU) dan kalau dibiarkan, nanti juga aparat atau pejabat akan melakukan hal yang sama. Kenapa pihak kepolisian membiarkan hal tersebut." 12.2.3 (Indra Sahnun Lubis – Ketua Presiden Kongres Advokat Indonesia (KAI))
- (18) "Kami melihat KPK itu dari dulu sudah banyak memberantas korupsi. Pandangan kami, KPK perlu gedung untuk meningkatkan kinerja. Tapi kan tidak diberi oleh DPR." 13.4.4 (Rizky – Ketua Ikatan Mahasiswa Muhammadiyah)
- (19) "Kami hanya memberi catatan kecil, coba usahakan gedung-gedung yang sudah ada," papar anggota Komisi III DPR dari F-PPP Ahmad Yani di Komplek Kepatihan Kantor Gubernur DI Yogyakarta." 14.2.3 (Ahmad Yani – Anggota Komisi III)

Dari beberapa contoh di atas dapat diketahui bahwa *Media Indonesia* memilih narasumber yang lebih memihak kepada KPK dalam pemberitaannya, yaitu Ketua

Jogja Corruption Watch, Dahlan Iskan (Menteri Badan Usaha Milik Negara), Jumakir (pengemudi becak), Prabowo (Dewan Pembina Partai Gerindra), Effendi Choirie (Anggota Komisi I DPR PKB), Charly Van Houten (Mantan Vokalis ST 12), Suharno (Ketua SBSI), Mahfud M.D. (Ketua M.K.), Darjo (warga), Taufiqurrohmah (Anggota Komisi Yudisial), dan Rizky (Ikatan Pelajar Muhammadiyah). Sementara itu, narasumber yang memihak kepada DPR hanyalah dari Indra Syahnun Lubis (Presiden Kongres Advokat Indonesia (KAI)) dan Ahmad Yani (Anggota Komisi III DPR).

Isi wacana yang disampaikan melalui kutipan langsung tersebut juga sangat mengeksplisitkan dukungannya terhadap KPK dibandingkan terhadap DPR seperti kutipan sebagai berikut. "*Saya dengan senang hati menyumbang gaji saya selama enam bulan untuk pembangunan gedung KPK,*" ujar Dahlan Iskan. (2.3.5) "*Kami melihat KPK itu dari dulu sudah banyak memberantas korupsi. Pandangan kami, KPK perlu gedung untuk meningkatkan kinerja. Tapi kan tidak diberi oleh DPR*" (13.4.4). "*Kami hanya ingin membantu KPK. Ini bukan kehendak KPK, tapi kehendak rakyat. Buruh sangat geram kepada DPR RI yang tidak menyetujui anggaran untuk pembangunan gedung baru KPK.*" (7.4.5).

### Analisis Meso Pemberitaan "Saweran untuk Gedung KPK"

*Media Indonesia* terbit pertama kali pada tanggal 19 Januari 1970 sebagai koran dengan jangkauan nasional dimana koran *Media Indonesia* dapat diperoleh di 33 propinsi yang tersebar di 429 kabupaten / kotamadya di seluruh Indonesia. Direktur Utama *Media Indonesia* adalah Surya Paloh dan Teuku Yousli Syah sebagai Pimpinan Redaksi.

Berdasarkan hasil survei yang dikeluarkan oleh Mark Plus Insight menempatkan *Media Indonesia* pada urutan ke-3 besar

(12.22%) sebagai koran yang dibaca para eksekutif untuk mengakses berita ekonomi dan bisnis. Readership Profile Media Indonesia adalah: 63% pria dan 37% wanita, Usia produktif 20-49 tahun (87%), Social Economic Status A1-A2-B Class (76%), Mayoritas pekerjaan White collars (44%), Psikografis pembaca Media Indonesia adalah *western minded, optimist dan juga settled* (Sumber: *Media Indonesia online*).

Visi yang diemban Harian Umum *Media Indonesia* adalah menjadi surat kabar independen yang inovatif, lugas, terpercaya dan paling berpengaruh. Independen artinya adalah menjaga sikap non-partisan, dimana karyawannya tidak menjadi pengurus partai politik, menolak segala bentuk pemberian yang dapat mempengaruhi objektivitas, dan mempunyai keberanian untuk bersikap beda. Inovatif berarti terus-menerus menyempurnakan serta mengembangkan SDM (sumber daya manusia), serta secara terus-menerus mengembangkan rubrik, halaman, dan penyempurnaan perwajahan. Lugus berarti selalu melakukan *check* dan *re-check*, meliput berita dari dua pihak dan seimbang, serta selalu melakukan investigasi dan pendalaman. Berpengaruh berarti dengan target bahwa *Media Indonesia* dibaca oleh para pengambil keputusan, memiliki kualitas editorial yang dapat mempengaruhi pengambilan keputusan, mampu membangun kemampuan antisipatif, mampu membangun *network* narasumber dan memiliki pemasaran/distribusi yang andal.

Berdasarkan uraian di atas dapat diketahui bahwa sebagai media terbesar ketiga, *Media Indonesia* merupakan harian umum yang dapat mempengaruhi opini masyarakat Indonesia dengan cukup luas. Rangkaian produksi teks di *Media Indonesia* juga bukan hanya merupakan rangkaian yang berdiri sendiri, tetapi merupakan rangkaian institusional yang melibatkan wartawan, redaksi, editor, bahkan pemilik

modal, dll. Realisasi teks yang dihasilkan *Media Indonesia* khususnya dalam hal pemberitaan Saweran Gedung KPK ini juga dinilai selaras dengan visi yang diemban yaitu, inovatif, lugas, terpercaya dan paling berpengaruh, meskipun di dalamnya terkandung pencitraan yang negatif terhadap pihak tertentu.

### **Analisis Makro Pemberitaan “Saweran untuk Gedung KPK”**

Situasi sosial politik yang terjadi saat pemberitaan “Saweran untuk Gedung KPK” ini juga tidak dapat dilepaskan konteks yang membangun pemberitaan tersebut. Dapat diketahui bersama bahwa sepanjang tahun 2011-2012 terjadi berbagai konflik terbuka antara KPK dan DPR, mulai dari kasus berkaitan dengan Badan Anggaran DPR, tentang Undang-Undang KPK, hingga tentang Saweran Gedung KPK. Seluruh peristiwa tersebut mendapat liputan yang luas dari berbagai media yang ada di Indonesia termasuk *Media Indonesia*.

Selain hal tersebut di atas, situasi politik dalam kaitannya dengan pemberitaan di atas adalah bahwa pada saat pemberitaan berlangsung, situasi politik Indonesia sedang menghangat menjelang Pemilihan Umum tahun 2014 di mana Direktur Utama *Media Indonesia*, Surya Paloh, juga menjadi pendiri partai sekaligus Ketua Umum Partai Nasional Demokrat (Nasdem) yang didirikan pada tanggal 26 Juli 2011. Partai ini merupakan satu-satunya partai baru yang lolos untuk mengikuti Pemilu 2014. Dengan mengusung moto Gerakan Perubahan, partai Nasdem selalu menyuarakan perubahan untuk Indonesia yang lebih baik dan terbebas dari korupsi, kemiskinan, dan disintegrasi.

Meski tidak berkaitan secara langsung, tetapi dapat ditarik benang merah atas pemberitaan yang dihasilkan oleh *Media Indonesia*, erat kaitannya dengan pengaruh Surya Paloh selaku Direktur Utama *Media*

*Indonesia* dan juga selaku Ketua Umum Partai Nasional Demokrat. Ada motivasi tertentu melalui pencitraan negatif dalam pemberitaan tentang KPK dan DPR. Opini pembaca digiring untuk memberikan pencitraan negatif pada para anggota DPR sekaligus partai yang ada. Dengan demikian diperlukan suatu gerakan perubahan melalui partai baru yang diusung oleh Surya Paloh yang secara tidak langsung memberikan pencitraan positif bagi partai yang dipimpinnya.

### Kesimpulan

Hasil penelitian menunjukkan bahwa aspek kebahasaan diksi, penggunaan kalimat, dan pemilihan sumber dalam kutipan langsung yang digunakan *Media Indonesia* dalam telah menempatkan tema pemberitaan sebagai sebuah gerakan masyarakat, selain itu aspek kebahasaan juga telah menempatkan tokoh atau institusi khususnya Dewan Perwakilan Rakyat (DPR) dalam representasi yang negatif. Hal ini erat kaitannya dengan ideologi nasionalisme yang dianut oleh institusi *Media Indonesia* yang lebih membela gerakan anti korupsi melalui Komisi Pemberantasan Korupsi (KPK). Meskipun demikian, representasi selain berkaitan dengan ideologi yang dianut, juga memiliki kaitan dengan kepentingan politik dari pemimpin institusi *Media Indonesia* yang menjadi pendiri dari Partai Nasional Demokrat (Nasdem) dalam melakukan pencitraan positif terhadap partai yang dipimpinnya.

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## STIMULATING POSITIVE ENGLISH SPEAKING CLASS ENVIRONMENT

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### ABSTRACT

Despite the fact that the skills to communicate in English are crucial in the globalization era, the majority of students in Bogor Agricultural University encounter problems to speak this language appropriately and fluently. When asked to elaborate the inhibiting factors, students generally point out both linguistic and non-linguistic factors. Accordingly, not only do students need to be equipped with adequate knowledge of grammar, a sufficient range of vocabulary, and pronunciation knowledge but their confidence and willingness to take the risk also need to be provoked as well. In fact, the latter points, namely, building confidence and risk-taking willingness generally require hard efforts on the part of the teachers. Practice, is indeed viewed as the best way in such an English teaching-learning process, although, inevitably, there are often questions concerning the how this process is able to provide prominent and meaningful inputs to the students. This paper is written as an attempt to elicit students' opinions on speaking classroom environment which can stimulate and foster students to speak appropriately and fluently. 100 students of Bogor Agricultural University (of Diploma level) who had taken reading class prior to the Speaking I, were randomly selected to be the subjects of the study. Besides completing questionnaires focusing on classroom arrangement and environment, participants were interviewed for further clarification. Results show that teachers play the most prominent role in creating classroom environment, including creating comforting but challenging classroom environment and providing appropriate teaching materials.

**Keywords:** *classroom environment, friendly speaking environment*

Although teaching speaking skill does not completely differ from teaching other language skills, it apparently requires greater endeavors as students are driven to produce sentences in an active way. Meanwhile, being in a new speaking class – where one has to express ideas and opinions – is not always a pleasant experience for students. Quite often, a series of queries appears in a student's

mind: whether they will have an interesting class, a good teacher, nice friends, and so forth. Others might think whether they will be able to accomplish all of their classroom activities, and go through all of the tasks in the learning process for the whole semester. Still, some others wonder whether they are far behind their friends in terms of ability or the same. Such worries may, unfortunately, result in the decline of

students' guts and confidence so that their performance is far below optimum.

It is in such a case, learning environment becomes paramount. If the environment is dreary and discouraging, things will lead to a strenuous and boring situation though the lessons offered are tremendous. If the environment is tempting and motivating, on the other hand, learning may take place more easily as having safe and comfortable feelings, learners will eagerly open themselves to be involved and actively engage in the learning activities. By doing so, they are expected to be able to absorb and master the materials and skills given. But, the questions arisen here is "Who is responsible to create such a stimulating learning environment?"

This paper is written to elicit students' opinion on "Who" or/and "What" can stimulate learners to speak in the speaking classroom.

### **Learning Environment**

The term "Learning Environment" has apparently drawn a relatively wide attention from teachers of languages who then react in different ways as their follow-up actions. A some papers discuss that many language teachers immediately direct their concentration on the physical setting of the classroom – where and how specific things must be placed and arranged as such an organization is believed to benefit young learners in their brain development (Church, 2010). He goes on by mentioning other factors that may affect the classroom environment; namely, material choices as well as provided activities. Byanderzee (2010), furthermore forward the idea that a positive classroom environment can be created by taking learners' preferences and

view points in the design of classroom materials, and this can be covered in specific classroom curriculum design. One specific goal for this is to ensure that students' individual needs will be fulfilled. A larger coverage of the conception of learning environment is not only the "physical" environment but also the emotional feelings of learners created by particular people in a classroom: the teacher, classmates, etc that play a prominent role in stimulating positive learning environment. The feeling of being secure and excited when entering the classroom and conducting all the activities, is one of the examples of desired classroom environment.

### **Methods and Procedures**

100 students of Diploma Program in IPB (from 6 different classes from two semesters) were asked to fill in a questionnaire "Stimulating Classroom Environment for English Speaking Learners". They are free to give more than one answers when describing the preferred teacher, teaching materials, classmates, etc. In order to explore true responses from participants, Indonesian is used, but answers were given in English.

Responses were then tabulated and analyzed to obtain a clear depiction of students' preferences. Words of similar meaning are classified into one to make the grouping easier. Some of these findings some were put into graphs.

In-depth interviews were conducted in order to get clarification of participants' responses on the questionnaire.

### **Findings and Discussion**

It was found that according to the students, the salient factors which have

great roles in stimulating positive classroom environment so as to make them willing and encouraged to speak in English are in the following order: teacher, materials, classmates, classroom situation, learning activities. See Figure 1 below.

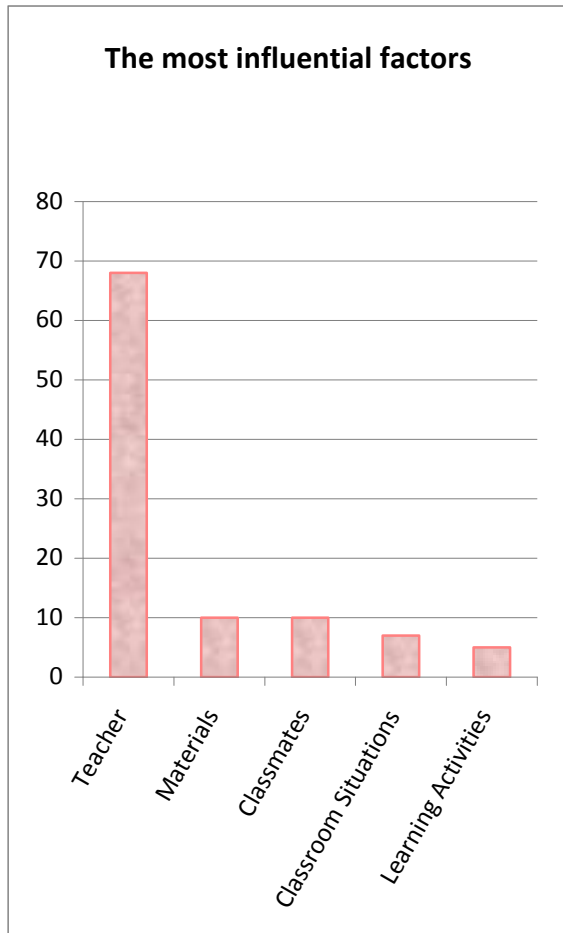


Figure 1: The most influential factors in creating positive learning environment

Results indicated that the majority of the participants (68%) pointed out “the teacher” as the most crucial factor in making them speak, compared to other factors such as materials (10%), classmates (10%), learning situations (7%) and learning activities (5%). Teacher factor is evidently far above the other choices, meaning that teachers are viewed to have a vital role in providing valuable learning environment.

Regarding detailed teachers’ characteristics, teaching materials, classmates’ characteristics, and so forth that students preferred in-depth interviews were conducted. Responses mentioned by participants in each category are discussed individually.

### 1. Teacher (as the Most Influential Factor)

What are the aspects of an influential teacher brought up by the students in the questionnaire and interview?

Regarding teachers’ characteristics that students preferred, students raised teachers’ being friendly, supportive and giving respect as the highest in frequency. See Figure 2 below.

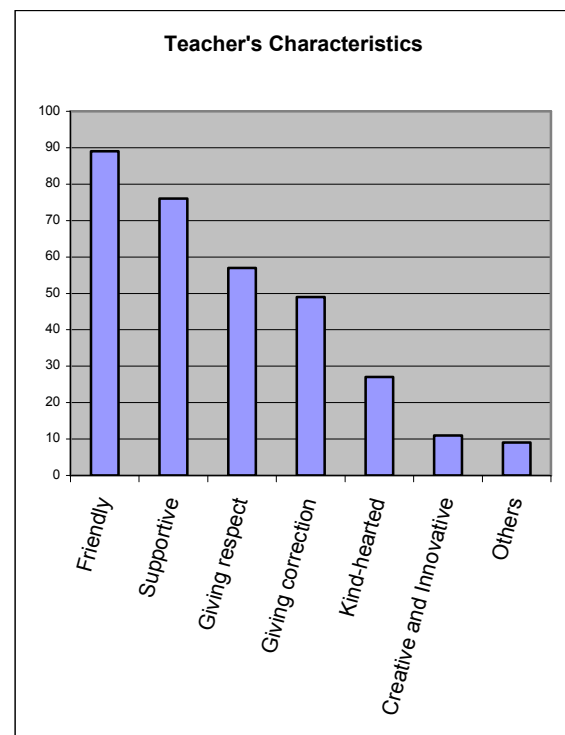


Figure 2. Teacher’s Preferred Characteristics

Responses students raised in the questionnaire are as described in the following:



### 1. *Being friendly*

The most outstanding teachers' characteristic raised by the majority of the students (89 %) – which also means what students concern the most about their teacher – is “friendliness”. Although it is described in a variety of words; including, being friendly, always smiles, always shows friendly face, the body language shows friendliness, and the like, students point out that this characteristic has a great impact on their feelings towards the classroom environment. This can make them feel at ease and comfortable and also reduce their nervousness so that they can enjoy the lesson and find it easier to express their opinions.

### 2. *Being supportive*

Similar to the first characteristic, this second one was also written by 77% students as one of the teacher's ideal characteristics. They have more courage if the teacher always provides support for his/her students, particularly when they make mistakes or do not know what to say. Thus, expressions such as “That's good, so what about ...” in order to remind them of what they have to focus on, or “Right, but how do you pronounce ...” when trying to correct their pronunciation can make them keep going.

Another expression that students use in the response is that they like to have a teacher who always gives motivation so that they feel the need to learn more and more. This can be conducted when giving them assignment or at the end of the lesson, for instance, depending on the classroom situation. Saying “Practice again and again so that in the next meeting you can speak much better than this time...” can give a significantly positive impact on the students.

### 3. *Giving respects*

Although it is not mentioned as often as the above two characteristics, more than half of the respondents (57%) mention that they need to be given respects by their teacher. A teacher who respects students, listens to what they say, provides the same opportunities for all students to speak or ask questions, and does not criticize nor give bad judgment in front of others is sincerely appreciated. A teacher should also be able to accept students' weaknesses wisely.

### 4. *Being eager in correcting students' mistakes*

Both eagerness and willingness of a teacher to address students' mistakes in a positive way is another concern (51%) since students believe that they still make lots of mistakes when speaking. A teacher, accordingly, is expected to show and correct these mistakes, as by doing so, students will be aware of their mistakes in the hope that they can avoid making the same mistakes at other times.

### 5. *Being kind-hearted*

In addition, many students (46%) would like to have a teacher who has genuine understanding upon his/her students' level of English proficiency, including understanding their difficulties and anxiety while learning English. In their words, they like a teacher who “can understand students' situations” and do not become furious easily. A teacher has to have a great patience in her/himself.”

### 6. *Being creative and innovative*

To a smaller extent (11%), students stated that a creative and innovative teacher can create good environment in the classroom since he/she can make classroom alive with the materials and activities provided for the students.

### 7. *Other characteristics*

There are, still, other teachers' characteristics preferred by students although only in a very small number (7%). These include being able to explain clearly and become a role model, having sense of humor, being professional, and close to the students. Moreover, teachers should also be serious in a friendly manner.

From the findings, it revealed that only a very few number of the participants point out teacher's intelligence, knowledge, and smartness as profound aspects in creating friendly speaking environment. These cognitive characteristics were not as highly favored as affective characteristics as discussed above. It is definite, therefore, that to provide friendly speaking environment, teachers' personalities have to be given more attention. This is a great input for language teachers to introspect and check whether the above points are built in themselves.

The above-mentioned findings are, in fact, in line with previous studies (eg., Purjayanti, 2008). Similar hints to teach speaking class are also stated by Kelly (2010) who points out that both "teacher's behaviors" and "teacher's characteristics", particularly "teacher's personalities" have a great impact on how a learning environment is created. Whether or not a teacher is even-tempered, sarcastic, serious, patient, or optimist, is viewed to be the most important factor in creating a

stimulating classroom environment as it appears that every student mentions this in their response.

What needs to be done then? Personalities, indeed, have to come first. Giving genuine smile and showing a happy face can be the first thing a teacher has to perform. Language teachers do not only assist students but also learn from others; sharing both knowledge and experience with students at the same time may help language teachers maintain the positive environment.

Included in the personalities that a language teacher needs to possess is the choices of words he/she uses in the classroom. Words of appreciation, inspiration as well as keenness are always good to use. A list of word choices and expressions used by language teachers in the classroom is proposed by Andrew (2009:1); he mentions that saying "*raise a hand if in need of assistance*" creates a more positive environment than saying "*do not call out answers*".

Regarding teacher's attempt to correct students' mistakes which is very common to occur in a speaking class, again, words play a great role. Sues (2010); therefore, suggests that a teacher should conduct this activity wisely:

*"Always start with positive statement; praise them for trying. Praise is a powerful positive motivation tool"*  
(Mc-Daniels in Sues, 2010:2)

Above all, a more crucial tip for teacher's personalities is provided by Sues who states that the heart of creating stimulating classroom environment is teachers' "enthusiasm" as well as "excitement" towards the lesson being taught. Teachers should always try to be enthusiastic and eager with the valuable job being conducted. It is this excitement

that will finally spread throughout the whole classroom and spark students' enthusiasm to learn.

It is, definitely, a big fortune if all the characteristics and behaviors that students preferred become the parts of language teachers' daily life in order to make students feel the comfort, respect, and even love from teachers. The most important questions that need to be addressed now is probably, "Are language teachers able to keep up the same performance from time to time?", or "Can they always control their emotion in all kinds of situations?" Whatever the answer it takes, it is always good to take Kelly's affirmation into account:

*"your behavior is the one factor that you can completely control"* (Kelly, 2010:1)

### Materials

The second vital components that can stimulate learning environment, as the participants respond on the questionnaire includes are both teaching materials and classmates. These are discussed with teaching materials discussed first and followed with classmates.

It was found that the stimulating materials include real-life topics, interesting topics, simple (trivial-matter) topic), and others. See Figure 3 below.

Real life topic includes topics about daily life, current issues and situations, any other current issues appear in the society. Students perceived such topics to be un-threatening topics to discuss since they are mostly have the knowledge on them; thus, it is relatively challenging.

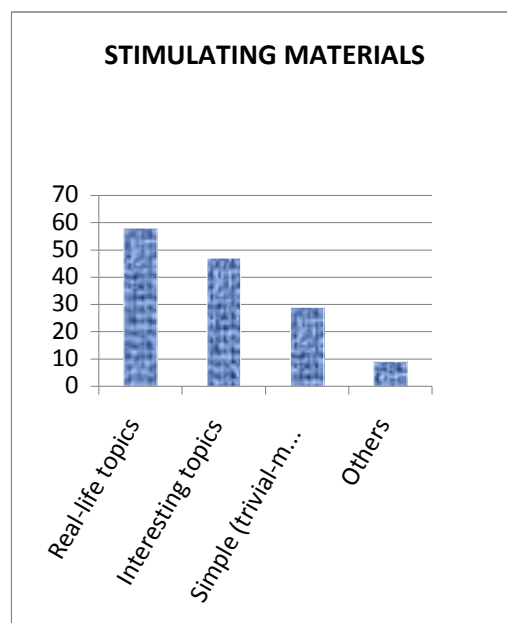


Figure 3. Stimulating Materials

Interesting topics include the ones providing new or more knowledge or information are also found interesting. On the other hand, the ones that students are not familiar with are more difficult to express. Third, simple topics are the ones related to the real-life topics. Topics on politics or laws, for instance, are fairly hard to discuss. Finally, other topics include the ones which are challenging, of their own choice, and fun.

### Classmate

Placed in the same rank as teaching materials, classmates were pointed out by 10% of the participants to be one of the factors influencing the learning environment. What kinds of classmates are they exactly expecting to make them encouraged to speak? See Figure 3 below.

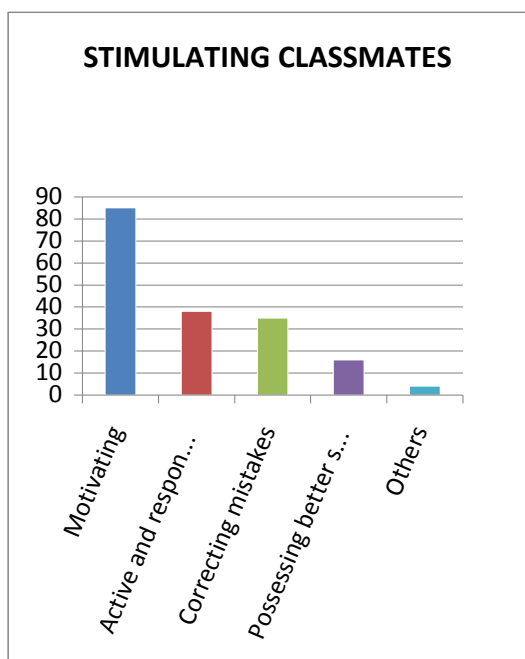


Figure 3. Stimulating classmate characteristics

From the above figure, it can be seen some stimulating classmate characteristics. Therefore, following characteristics of classmates are expected.

#### 1. Being great motivators

85 % students affirmed that they are encouraged to speak when their classmates are the ones who can give them motivation. This kind of classmates are those willing to help and do not expect too much in return. These classmates also appreciate whatever their other friends performed and gave necessary suggestions.

#### 2. Being active and responsive

58% students; furthermore, pointed out that these classmates are relatively active when conducting conversations with them, active asking questions and giving opinions during class presentation. Such classmates can radiate energy to them so that they finally become active.

#### 3. Willing to give correction

Similar to the hope addressed to teachers, some students (27%) feel happy to be corrected by their friends. They found that most of the time, they forget grammar or certain pronunciation due to nervousness or concentration breakdown. Having correction from their friends will make them fresh again and able to carry out their speaking.

#### 4. Possessing better skills

This finding was found relatively surprising. 16% of the participants stated that they can apparently have more courage when facing classmates with better ability. They revealed that these kinds of friends will indirectly radiate their great spirit to the others who realize that they have to learn more and more.

#### 5. Others

What includes under this category are, among others, having sincere classmates – the ones who give their complete attention when others are carrying out their tasks –, can also provide the spirit for them to speak. They also like classmates who never laugh at their friends' mistakes

It is worth noting that classmates can, indeed, have a relatively big influence in the learning environment, particularly in a speaking class. It is necessary, therefore, for all language teachers to give their attention to this matter. Mc-Daniels words, quoted by Suess (2010:2) can be used as a great reminder:

*“Make sure students respect one another by teaching them help rather than laugh at each other. They should be reminded how they would like to be treated, and should treat others that way.”*

### Learning/Classroom Situation

Although this is not discerned as a really influential factor in creating the learning environment, few students stated some preferences on the classroom situations. See Figure 4 below.

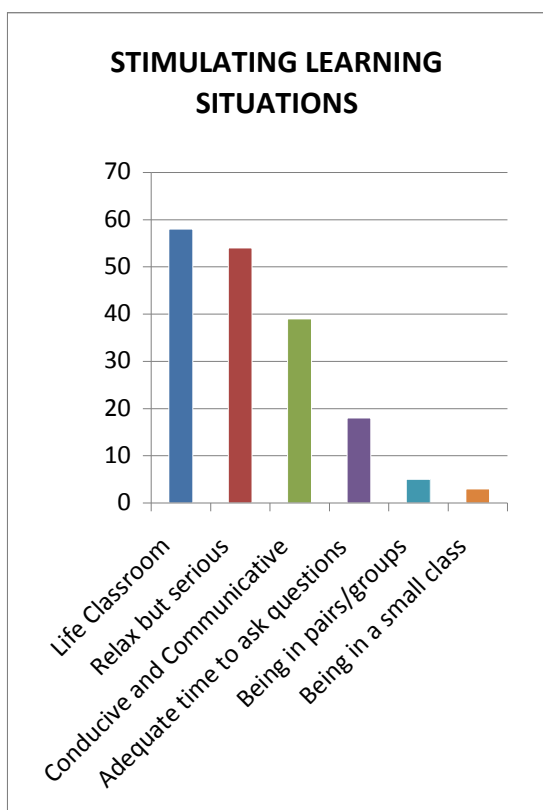


Figure 4. Stimulating situation/environment

From the data collected, it was found out that students like the following (in order of preference):

- 1) to have a life classroom where everyone can express their opinions without fear
- 2) to be in a fun and relax but serious situation (as opposed to an intense classroom)

- 3) to be in a warm, conducive, and communicative classroom
- 4) to be given an opportunity to speak or ask questions
- 5) to be placed in pairs or groups
- 6) to be placed in a small class ( not too many students in it)

It was found that students, indeed, like to take part by expressing ideas in their speaking classroom, whether they are as a presenter or audience. This is believed to be able to provide as pleasant classroom environment so as not to make students feel discouraged and disrespected.

It was also worth noting that – as mentioned by a number of students – placing students in pairs or small groups is one way to make students feel comfortable and relax (as opposed to be individual). The first reason might be because they know each other, and secondly they have more turn and opportunity to express their ideas. Having this, therefore, it is expected that students can have better involvement, and hopefully better learning results.

### Learning Activities

Students revealed that activities they like to perform in a speaking class are:

- 1) the ones involving asking and answering questions
- 2) presentation
- 3) group discussion
- 4) graded level of difficulty (to start from the easiest then move to the next grades)

The above findings, in fact, confirmed students' high desire to get more time to perform speaking in the classroom. Thus, the enthusiasm is there with the students. The question arisen will be "are students

given a opportunity to carry out the real speaking? Or, instead, is their high spirit “killed” simply because the language teachers do not provide an environment that can keep students’ high desire?

### Conclusion

Generating a stimulating learning environment means creating safe, comfortable, secure, and friendly situations where students feel welcome, accepted and respected. Nervousness, anxiety or even stress due to the fear to produce utterances may be reduced or even hampered by such a friendly environment. In this kind of environment, learners are put in the centre of the classroom activities where they can explore and share knowledge, information, and experience in their own way. It is expected that in this way, learners can build their confidence and grow their willingness to express their ideas in their speaking class so as to make them speak better.

Now, as previously discussed, it is the duty of the teacher as the “most influential” person – whom the students rely on – to make every effort in order to provide the above findings for students to learn more eagerly. This is in line with McDaniels’ (2012:1) statement:

*“All students, even those who have learning difficulties and extraordinary personal challenges can do well when they are physically comfortable, mentally motivated and emotionally supported”.*

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## ENHANCING STUDENTS' LISTENING SKILL THROUGH PODCASTS

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### Abstract

Applying podcast as an appropriate multimedia can be very potential and practical as a tool to enhance listening skill. Students and teachers can download podcast easily and freely as source of their listening materials. Listening materials presented through Podcast is possible to increase students' listening skill as Podcast provides students with authentic and contextual material. Podcast offers an ideal tool for the creative expression of knowledge preferred by today's students, and provides an exciting way for students and teachers to explore and discover listening content or material.

Podcasts are particularly suited for extensive listening, for the purpose of motivating students' interest in listening to English and providing them with exposure to native speakers' speech (Rost, 1991). Stanley (2006) points out that podcasts offer students a wide range of possibilities for extra listening both inside and outside of the classrooms. The outside classroom listening activity effectively bridges the gap between the formal English which dominates most English language classrooms and the informal English used in real-life communication events. Podcast as a new technology has huge potential in enhancing students' listening skill. The ease of downloading podcasts to MP3 players and iPods means that students can now engage in plenty of listening practice in any condition.

**Key words:** *Listening skills, podcast, Information technology in ELT*

Listening in language learning has undergone several important stages, from being assumed "acquired through exposure but not really taught" (Richard, 2002) to be viewed as "a primary vehicle for language learning" (Rost, 2001). During the decades, developments in education, linguistics and sociology have led to the powerful theories of the nature of language comprehension and the active interest in the role of listening comprehension in second language acquisition.

In daily communication, listening plays an important role. Research has demonstrated that adults spend 40-50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing (Vandergrift, 1999). Listening, the most widely used language skill, is often used in conjunction with the other skills of speaking, reading and writing. It is not only a skill area in language performance, but also a critical means of acquiring a second and foreign language.



In the late 1960s and early 1970s, applied linguistics recognized that listening was the primary channel by which the learner gained access to L2 data, and that it therefore served as the trigger for acquisition (Rost, 2001). Krashen (1982) claimed that "comprehensible input" was a necessary condition for language learning. In his input hypothesis, Krashen said further development from the learner's current stage of language knowledge could only be achieved by the learner's comprehending language that contained linguistic items (lexis, syntax, morphology) at a level slightly above the learner's current knowledge (Rost, 2001). According to this theory, the more language we expose students to, the more they will acquire, and the better they get in listening activities

In general, provided the listening material appropriate to their level is a very significant point. However, the reality of the teaching of listening in Indonesian's classrooms is that students have only one hour to learn listening in the language laboratory every week, which is far from satisfactory. Hence, extensive listening must go along with intensive listening. Extensive listening, where a teacher encourages students to choose for themselves what they listen to and to do so for pleasure or for general language improvement can also have a dramatic effect on a student's language proficiency (Harmer, 2001).

Applying appropriate multimedia in Extensive Listening activity can be one of the solutions to improve students' listening skill and their motivation (Juniardi, 2008). By using multimedia students not only hear the sound but also can capture the pictures, moreover by using multimedia students can download native voices as source of their listening materials. One of the programs that can be applied is podcast program. By using Podcast, the students can listen to music, news, TV program etc. Podcast has two files audio (MP3) and video (MP4).

These files can be down loaded free of charge from [www.cnn.com](http://www.cnn.com). One of the Podcast examples which can be free down loaded is, CNN Larry King Live Podcast (Paul, 2007).

Another example, which is also interesting to be used as the listening material, is taken from [www.invisiblechildren.com](http://www.invisiblechildren.com). There are many videos which can be downloaded by subscribing to the website using iTunes (Stanley, 2006).

These two examples are few of many others materials that can be freely downloaded from the internet by subscribing to the website using iTunes. The capacity of each file is varied (about 3 to 100 Mb) according to duration of the podcast. For instance, it takes at least one and a half hour to download a 15 minutes Larry King Live Podcast (McCarty, 2005).

Based on the explanation above, listening materials presented through Podcast is possible to increase student listening comprehension as Podcast provide students with authentic and contextual material and it can improve students' knowledge because students are able to share their Podcast. Podcasting offers an ideal tool for the creative expression of knowledge preferred by today's students, and provides an exciting way for students and educators to explore and discover listening content or material (McCarty, 2005). Podcasts are audio or video files that are automatically delivered over a network, and then played back on any Mac, PC, or iPod. When students create a Podcast for class, they not only learn the content in a creative way, they learn 21st-century communication skills at the same time.

### **Listening**

Language learning depends on listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the

first language mode that children acquire. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of communication. A study by Wilt (1950), found that people listen 45 % of the time they spend communicating.

Since listening is, according to Wang Shouyuan (2003), the most important component in the five aspects of overall English competence he suggests as listening, speaking, reading, writing and translation, it deserves particular attention. Teachers must actively explore the nature and process of listening comprehension and study the theory and methodology of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the crucial aspect of English learning.

From the point of view of constructivist linguistics, foreign language teaching should focus on language form and structure, thus, listening teaching is undertaken in each of the four aspects of language form. When students are taught to understand a passage of text, teachers first let them discriminate between the pronunciation of vowels and consonants, then understand vocabulary, sentences and discourses. The goals of this listening teaching model from the "bottom-up" is to help students understand the meaning of vocabulary by discriminating sounds, to understand sentence meaning, and to monitor and control the meaning of discourses by understanding sentence meaning (Feyten, 1991).

Since the 1970s, with the development of functional language theory, there has been an emphasis on the research of language function in society. Functional linguistic experts recognize language as a communicative tool, but not an isolated structure system. Consequently the teaching of listening is not simply intended to make students hear a sound, a

word or a sentence, rather, the goal is to cultivate students' abilities to understand speakers' intentions accurately and communicate with each other effectively (Lihua, 2002).

Different from the traditional theory that listening is a passive activity, now we have realized that listening is a complicated process that involves many factors. Rost (2002) suggests that "listening is a process involving a continuum of active processes which are under the control of the listener." It is different from hearing which is "the primary physiological system that allows for reception and conversion of sound waves that surround the listener" (Rost, 2002).

A thorough definition of listening, thus, should include at least four factors: receptive, constructive, collaborative, or transformative (Rost, 2002). Receptive means receiving what the speaker actually says while constructive suggests constructing and representing meaning. Collaborative, on the other hand, shows negotiating meaning with the speaker and responding while transformative requires creating meaning through involvement, imagination and empathy.

In summary, effective listening involves the listener taking an active role in constructing meaning with the speaker. Speaker must be aware of the deixis, speaker intention, implicit meaning and strategy use. In addition, effective listening will involve attention to cooperative social interaction, as that is where conversational meaning is monitored and negotiated (Rost, 2002).

The notion of involvement, engagement, and negotiation is related to pragmatic approach to listening. The pragmatic point of view of listening is that it is an intention to complete a communication process. In order that this occurs, there must be engagement, in which a listener switches from becoming a mere 'presence' to an interpreter (Verschueren, 1999 in Rost, 2002).

### Listening and Technologies

A prominent artefact of older beliefs concerning the role of listening in language learning is the language laboratory. The rationale for language laboratories is tied to the belief that individual listening practice with audiotape can help build a learner's overall ability in the target language through self instructed comprehension practice. Technology continues to be perceived as an enhancement to the process of language acquisition. The large-scale infusion of computers in language instruction programs in the past decade attests to this belief. The rationale behind what is now growing support for Computer Assisted Language Learning (CALL) is not unlike earlier enthusiasm for audiotape-based technologies. That is, individualized access to target language material under learner control provides needed exposure to and practice in the target language (Meskill, 1993).

Enthusiasm for CALL in general and multimedia in particular, however, differs from that of the audiotape laboratory as regards the breadth of expectations concerning technology's role and potential. Fast and powerful computational capacity in conjunction with the orchestrated video, text and graphics of today's multimedia learning systems would predict more sophisticated paradigms for interaction with the target language and, consequently, more effective learning (Jung, 1990).

Arguments supporting multimedia for education of this kind have rung loud and clear over the past decade. Praises for the medium are, however, based largely on intuition: learning a language via individualized instruction with the computer especially when audio and video are involved is an extremely appealing proposition, one that has sold to many an administrator in search of instructional panaceas (Jonassen, 1993). Thus far,

however, the extent of multimedia's impact on the language acquisition process remains an open issue. Is there evidence to suggest that listening skills development can be enhanced through this medium? The following section treats this question by examining potential correspondence between multi modal processing opportunities for language learners and how these can interact to complement listening skills acquisition (Garza, 1991).

Puspitasari (2010) in Cahyono (2010) in her article "Using Podcast as a Source of Material for Teaching English" informed what a podcast is. By the guidance of the teacher, the students can experience learning authentically through podcasts. The strategy described in this article is how to use podcast as a source material. Having listened to podcast, students are assigned to do several tasks in worksheets. Then, they can finish their final project by submitting the worksheets and a written recount text.

Other sources of the use of technology in English language learning and teaching are Murtado (2010) in Cahyono (2010), he used mailing lists in the English classroom where students can read other people's questions and comments, and they can also give their comments. Samsuli (2010) in Cahyono (2010) proposed teaching English in a virtual classroom. As a teaching environment, virtual classroom provides a set of tools and features to facilitate teachers for delivering course materials and structuring learning experiences. The virtual learning gives teachers an experience in the new teaching atmosphere and environment and makes them change the way to teach. It will improve their face to face interaction with more effective questioning techniques.

### Podcasts

Podcasts are audio (sometimes video) programs on the Web which are usually updated at regular intervals. New

episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later listening. Although audio programs have existed on the Web for a few years already, what makes podcasting unique is its capacity for subscription through an RSS (Really Simple Syndication) feed, listeners can subscribe to their favorite Podcasts. Their computer will then receive alerts when new episodes have been posted. Podcatcher software programs, such as iTunes, will even download the latest episodes automatically once the program is opened. In other words, instead of having to visit individual Websites regularly for updated episodes, listeners can now have the latest episodes of their favorite programs delivered to their computer (Stanley, 2006)

### **Types of Podcast**

Podcasts available on the Web fall broadly into two types: "radio Podcasts" and "independent Podcasts." Radio Podcasts are existing radio programs turned into Podcasts, such as those produced by BBC (British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). "Independent Podcasts" are Web-based Podcasts produced by individuals and organizations (Lee, 2007).

It is the second type of Podcast which has huge potential for ELT because these can be perfect to suit the needs of different learners. They can be created by learners themselves with utmost ease.

### **ELT Podcasts**

The first Podcasts appeared in early 2005. ELT educators soon joined the movement, and since the second half of 2005, there has been an upsurge in the number of ELT Podcasts on the Web. Teachers have three ways to look for suitable ELT Podcasts for their students. They can start with general Podcast directories. A Podcast directory is a searchable database which is linked to the

Podcast sites. Teachers can type in a search term like "English," "ELT," "ESL," and "TESOL," and they will be given a list of ELT Podcasts. An example of a general Podcast directory is <http://www.podcastalley.com/> (Lee, 2007).

To narrow down their search, teachers may go directly to directories of educational Podcasts. One well-known educational Podcast directory is the Education Podcast Network: <http://epnweb.org/>. A recent new directory is <http://recap.ltd.uk/podcasting/>, which claims to be the first U.K directory of educational Podcasts (Lee, 2007).

There is now such an abundance of ELT Podcasts on the Web that Podcast directories specializing in ELT are also available. These are directories which cover ELT podcasts only. One example is [http://iteslj.org/links/ESL/Listening/Podcast s/](http://iteslj.org/links/ESL/Listening/Podcast%2Fs/) maintained by the Internet TESL Journal (McCarty, 2005).

ELT podcasts cover a wide range of subject matter. A brief survey of ELT podcasts reveals the following content types:

- Comprehensive (e.g., <http://www.englishteacherjohn.com/podcast/>). These are Podcasts that cover a wide range of content types, such as traditional listening comprehension activities, interviews, and vocabulary. A well-known comprehensive Podcast is the one quoted above, created by "Teacher John," who teaches ESL in Japan.
- Whole lessons (e.g., <http://www.breakingnewsenglish.com/>). These are whole lessons based on a Podcast. The Podcast quoted above, for example, makes use of a news story in each episode. The text of the news story is provided, and is accompanied by the audio file. There is then a lesson plan with

accompanying worksheet materials. In effect, these are ready-made lessons based on Podcasts which teachers can use in the classroom directly.

- Vocabulary, idioms, etc. (e.g., <http://englishteacherjohn.com/>). This is a popular type of Podcast, probably because it is easy to produce. In this kind of Podcast, the host chooses some vocabulary items and explains their usage. The example presents a few idioms in each episode.
- Conversations with script (e.g., <http://www.e-poche.net/conversations/>) These Podcasts contain conversations between native speakers to help less proficient learners, each episode is accompanied by the script, for learners to refer to while listening to the conversation.
- Jokes (e.g., <http://www.manythings.org/jokes/>) These are Podcasts containing jokes because they usually play on language, they encourage careful listening by the learner.
- Songs (e.g., <http://englishpodsong.blogspot.com/>) These Podcasts contain songs for ESL learners. The songs are either traditional children's songs, or authentic popular songs for teenagers. They are also often accompanied by the text of the lyrics.
- Phonetics, pronunciation (e.g., <http://phoneticpodcast.com/>) Podcasts are obviously highly suited for teaching phonetics and pronunciation. These Podcasts are lessons which focus on specific phonemes and pronunciation problems in English.

- Stories (e.g., <http://www.englishthroughstories.com/>)

These are usually reading aloud story. They may or may not be followed by listening comprehension questions.

- Listening comprehension (e.g., <http://mylcpodcasts.blogspot.com/>) These Podcasts provide conventional listening comprehension practice.

In conclusion, computerized media and a multimedia environment can be helpful for English language learning and teaching and it has been asserted that internet sources and internet-based teaching are an excellent medium and strategies for generating social construction of knowledge. Information and communication technology can be used by adopting variant methods that could encourage students in developing independent learning strategies. In this study, the use of weblog and internet mail (e-mail) as learning medium and the use of podcast as a listening source material hopefully can make the students improve their listening skill and motivation.

### **Podcast and Listening Activity**

Teaching listening by using Podcast is possible to increase student listening comprehension as Podcast provide students with authentic and contextual material and it can improve students' knowledge because they share their Podcast (Earp, 1998). Podcasting offers an ideal tool for the creative expression of knowledge preferred by today's students, and provides an exciting way for students and teachers to explore and discover listening content or material. Podcasts are audio or video files that are automatically delivered over a network, and then played back on any Mac, PC, or iPod. When students create a Podcast for class, they not only learn the content in a creative way,

they learn 21st-century communications skills at the same time (McCarty, 2005).

Podcasting allows teachers to take their students beyond traditional assignments by allowing them to include voice recordings, photos, movies, and sound effects to share their knowledge. For example, students can draft and perform scripts as a writing assignment, create a visual progress report for an ongoing project, or submit a recorded version of a science presentation (Ge, 2005).

Podcasting is also a great way for teachers to deliver listening content to their students. They can distribute homework assignments, record book narration for beginning readers to read along with, or create foreign language lessons that students can review at their own pace (Lee, 2007).

ELT Podcasts can be used for intensive and extensive listening activities. However, ELT Podcasts are particularly suited for extensive listening, for the purpose of motivating student interest in listening to English, and providing them with exposure to native speakers' speech (Rost, 1991). Stanley (2006) points out that Podcasts offer students a wide range of possibilities for extra listening both inside and outside of the classroom:

"Supplementing the (often) scripted and stilted textbook listening with the real life authentic conversations we can find on many Podcasts is an attractive option for language teachers chosen carefully, extracts can bring a range of different voices and varieties of English into the classroom."

More advanced learners can be encouraged to listen to authentic podcast. This activity effectively bridges the gap between the formal English which dominates most second language classrooms and the informal English used in most real-life communication events.

The key to help students improve their listening skills is to convince them that

they can finish the job. This is more of an attitude adjustment than anything else, and it is easier for some students to accept than others. Another important point is that teachers should convince their students to listen to English as often as possible. As to the listening material, the more material they get touch with, the more progress they will make (Nunan and Miller, 1995).

In conclusion, as we all know, for the students of English as a foreign language, there are usually intervals between the perceptions of sounds by their ears and understanding the words, phrases and sentences. This kind of intervals often makes students have more troubles in listening comprehension. So it is essential for them to have more chances to contact with different kinds of listening materials and let their ears be familiar with different sounds of English words. In classroom activities, teachers can also give students some advice about improving listening competency, one of the useful suggestions, that is, extensive listening. The best source for extensive listening is podcast material from the internet.

### **Conclusion**

Having observed all the results of the studies mentioned above, it can be concluded that internet podcast is a great multimedia to improve students' listening skill. Podcast allows students to download or subscribe to audio programs in the form of MP3 files which is very easy to apply and they can select appropriate podcast materials which they need and like. The material is then easily be transferred to a portable MP3 player. Moreover, Intensive and Extensive Listening Activity using podcast is able to overcome students' low ability in listening comprehension and is able to fulfil their need to have extra time to improve their listening skill with appropriate and interesting listening materials.

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## USING MIND MAPPING AND FIVE REVIEWING PATTERNS TO IMPROVE SENIOR HIGH SCHOOL STUDENTS' VOCABULARY ACHIEVEMENT

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### **Abstract**

*This reported research was a collaborative action research to improve the vocabulary achievement of high school students using mind mapping and five reviewing patterns proposed by Buzan (2009). The subjects were 35 students of X-B class of MAN Kota Blitar, East Java, Indonesia, in 2011/2012 academic years. The data of the research included qualitative data (observation result and field note) and quantitative data (test result). This research was conducted in one cycle which included 2 meetings. The first meeting was done at Tuesday, 7 February 2012. It was for teaching vocabulary about newspaper and publishing using mind mapping and review 1. The second meeting was done at Wednesday, 8 February 2012. It was for teaching vocabulary about radio and television as well as for the review 2 at the beginning of the meeting. At the end of the meeting, the teacher gave take home tasks for review 2 of meeting 2. Further, the third review (1 week after the first learning) was given at Wednesday, 15 February 2012. It was intended for reviewing both the materials in meeting 1 and 2. The fourth review was a take home reviewing tasks given 1 month after the first learning and the fifth review was a take home review assigned 3 months after the first learning. After all of the five reviews, a vocabulary test was administered. The finding showed that the implementation of mind mapping and 5 reviewing patterns could improve the students' vocabulary achievement, from the mean score of 55.66 to 80.57. The students also gave positive responses toward the strategies applied as reflected from the result of the questionnaire given.*

**Key words:** *mind-mapping, reviewing, vocabulary achievement*

Based on the researcher' preliminary observation at the first of February 2012, it was found the following weaknesses. First, teachers lacked of media in teaching and learning process (the teacher only used an exercise book called "LKS Aspirasi"). He did

not use the language laboratory, chart, mind mapping, game, song pictures, or other media/facilities. Second, the students were lazy and unmotivated. Third, the students were passive in the classroom. Fourth, in teaching vocabulary the teacher only wrote



down the vocabulary list on the white board and asked the students to find the meaning of the word in Indonesian. Therefore, the researcher assumed that instruction absolutely must be changed by the teacher by using appropriate method in order the students take apart to the lesson and got better achievement at the end of teaching learning process.

In addition, based on the result of the vocabulary test which administered to the students before the action, it could be said that the students' English ability of X-B class was low, especially in understanding the meaning of words in context. The students' mean score for the vocabulary test was 55.66, that was below the minimum school standard criterion of English mastery that required them at least have mean score 70.00.

Actually, there are a lot of interactive media or strategies to encourage students to take apart in the lesson especially in vocabulary teaching and learning. Since vocabulary teaching and learning aimed at enabling learners to understand the concepts of unfamiliar words, to gain a greater number of words, and to use words successfully for communicative purpose, it is necessary for the teacher to select and apply appropriate strategies in teaching vocabulary for the students which could improve their motivation to take apart in the lesson.

Mind mapping and five reviewing patterns proposed by Buzan (2009) can be applied by the teacher in teaching vocabulary. There are some reasons why the teacher may use mind mapping in teaching vocabulary, for example: (1) mind mapping is very appropriate and flexible to be applied for different levels of age, theme, subject, and situation either for whole class, group or individual, (2) mind mapping is a very good tool for creative thinking and problem solving, (3) in foreign language teaching and learning, mind mapping can improve memory recall of facts, words or images, (4) mind mapping is creative note taking method,

which eases us to remember much information, and (5) mind mapping is colorful, uses pictures or symbols which leads the students' interest to the subject (Deporter, Readon, and Nourie, 1997: 175). From the statement above, it can be concluded that mind mapping is potentially a good way to teach vocabulary to the students in senior high school.

In line with the previous statements, Buzan (1993:1) adds that mind mapping is a powerful graphic technique which provides a universal key to unlock the potential of brain. It imitates the thinking process, recording information through symbol, pictures, emotional meaning and colors, exactly the same like our brain process it. It means that mind mapping is very useful media for creating attractive, and enjoyable learning that lead the successfulness of the students in learning English vocabulary

In addition Buzan (2009: 39) also states that by using a mind mapping we can see what we are going to do and what we have done. It means, mind mapping may be used by the teacher or the students for planning the lesson, summarizing the lesson or recall to the lesson that the students have learnt. Moreover, Buzan (2009) also argues that mind mapping and 5 reviewing patterns will lead the students to achieve good scores in their examination test.

Talking about the success of the students' in gaining good vocabulary achievement, it is crucial for the teacher to think deeply about how to implant vocabulary in the students' mind for long term memory. In this case, the teacher may apply reviewing to facilitate the students with better memory to what they have learnt. It could be done at school or at home by giving tasks as a mean for reviewing the lesson that the students have learnt.

Usually many students are confused in deciding when they should start to review their school lessons, and most of them tend to postpone the reviews. As a result, in the time of final test, they often panic and study

for their test immediately at the night before the examination with less sleep. As a result, at the examination day they lost concentration, were sleepy and, therefore, they failed or got poor scores. Actually, the best way to review lessons is step by step, little by little, day by day, and gradually until it becomes a habit in life (Buzan, 2009:38).

Furthermore, a good reviewing model was proposed by Buzan (2009) which is called 5 reviewing patterns. Buzan (2009:125) states that if students review the lesson 5 times such as: (1) 1 hour after the first learning, (2) 1 day after the first learning, (3) 1 week after the first learning, (4) 1 month after the first learning, and (5) 3 months up to 6 months after the first learning), they would have permanent memory of the lesson.

Therefore, the researcher and her collaborator assumed that the use of mind mapping and 5 reviewing patterns proposed by Buzan (2009) could improve the students' vocabulary achievement and facilitate the students' memory of the words or phrases they have learnt.

The studies on the use of mind mapping in teaching English have been performed by some researchers such as: Indah (2010), Effendi (2004), and Helmasari (2008). In this case, Indah (2010) proved that mind mapping was an effective medium to teach vocabulary to the tenth grade students of SMU Negeri 15 Palembang. Besides that, Effendi (2004) also found that mind mapping was effective to increase the second year students' reading comprehension at SLTPN 43 Palembang. Further, Helmasari (2008) reported that mind mapping was effective to teach paragraph writing to the eleventh year students of SMA Negeri 14 Palembang.

#### *Research Objective*

The objective of this research is to use mind mapping and five reviewing patterns to improve the tenth year students' vocabulary achievement at MAN Kota Blitar.

#### *Research Design*

In this research, the researcher employed collaborative classroom action research through mind mapping and Buzan's 5 reviewing patterns to improve the students' vocabulary achievement of X-B class of MAN Kota Blitar. In this case, the researcher's collaborator was involved from the beginning up to the end of the research process. The action of teaching vocabulary through mind mapping and Buzan's 5 times reviewing patterns is done by the researcher, and her collaborator acted as an observer of the teaching learning process. This idea is based on Calhoun's principle (in Kasbollah, 2002:43) that argued "in collaborative action research, the researcher makes collaboration with the school teacher investigated as the researcher's collaborator to do the research activities."

#### *Research Setting*

The Research was conducted in MAN Kota Blitar starting from February to May 2012. The school is located at Jl. Jati 78 Sukorejo Blitar. This school was chosen because of some reasons such as: there are problems which need solution dealing English teaching learning process mainly on vocabulary achievement of X-B class which considered need to improve, and of course the permission from headmaster of MAN Kota Blitar.

#### *Research Subjects*

The research subjects of this research were the students of Class X-B of MAN Kota Blitar, consisting of 35 students (11 boys and 14 girls). The class was chosen as the subject because: (1) the class of X-B got the lowest achievement among the others class at the first semester (2) the students' low vocabulary achievement (with the mean score of 55.66).

**Research Procedure**

The procedure of this Classroom Action Research was a modified version of Kemmis and Taggart (1997:27) model which covered some steps, namely preliminary study, planning of action, action, observing the action, and reflecting on the observation. This research was held from February to May 2012. The researchers conducted this study for one cycle that planning the action, implementing the action followed by 5 times reviewing, observation and evaluation, and analysis and reflection. This was only one cycle because the purpose has been achieved with only one cycle. Further, the description of the research procedures was presented on the following figure.

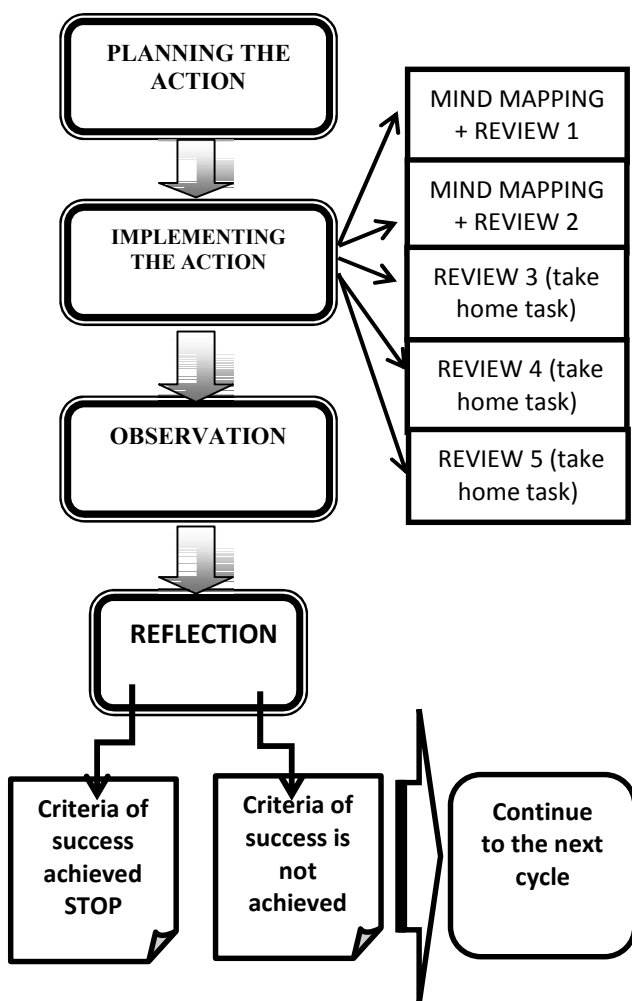


Figure1: The Procedures of Classroom Action Research (CAR)

**Research Instruments**

**1. Test**

Vocabulary test was given after the implementation of the action. It was used to know the students' development. The test consisted of 50 words about newspaper and publishing as well as radio and television in which it distributed as follows: (1) questions numbers 1-15 were in the form of multiple choice, (2) questions number 16-30 were in the form matching test, (3) question number 31-40 were in the form guided completion and (5) question number 49-50 were in form of rearranging the scrambled words into good sentences. To make the test administered valid and reliable, in this research the researcher and her collaborator conducted validity test to another class of the tenth grade students at MAN Kota Blitar (X-C) class. Furthermore, the researcher used content validity, the evidence based on content of the test's and its relationship to the construct it was intended to measure. In this case, the researcher looked for evidence that the test represented a balanced and adequate sampling of vocabulary mastery. Moreover, the content validity of the test was based on the basic competence in the tenth grade of Senior High School's curriculum.

Before the post test was given to the respondent. It was tried out first to other group of students who had the same level with the respondent to know the test items were too difficult or too easy, whether the time is enough or not and the respondents understood the instruction or not. It was tried out on 2<sup>nd</sup> May 2012 at the class X-C of MAN Kota Blitar consisting 35 students. The following is the vocabulary test that was given to the students either in preliminary test or after the action test.

**2. Observations Checklist**

Observation checklist was used to get the data about the students' activities during the teaching learning process. In this case the researcher provided 2 observations checklist;

the first to observe the teacher' preparation, presentation, teaching method, personal characteristic, and teacher-students interaction in the classroom. The second observation checklist was intended as media in observing the students' activities in the classroom.

### 3. Questionnaire

A questionnaire was used to collect the data about the students' reaction toward mind mapping and Buzan's 5 times reviewing patterns in learning vocabulary. The Questionnaire contained 10 items with Likert scale options: Absolutely Agree (AA), Agree (A), Not Sure (NS), Not Agree (NA), and Absolutely Not Agree (ANA). It was adopted from Kristiana (2011).

### 4. Field note

To get the rich data, this research also used field notes to write down the activities of teacher and students in the classroom which are not covered in observation checklist. Further, field notes composed of the descriptions of what was being heard, seen, experienced and thought in the classroom. The recorded data dealt with the phenomenon such as: time allotment, classroom atmosphere, tasks organization, and teacher's feedback.

### *Criteria of Success*

The criterion of success in this research was designed on the basis of the school criterion: the students are considered good or successful in their vocabulary achievement if they achieve at least 70 of the optimal score competence level of 100. It means that the students' mean score of the post-test should equal to or is higher than 70. Moreover, beside the students' score in vocabulary achievement, the result of questionnaire was used to support the explanation of the criteria of success.

### *Kinds of Data and Data Sources*

There were two kinds of data in this research, namely quantitative data and qualitative data. Quantitative data in the research refer to the data acquired from the test and questionnaire. Moreover qualitative data refer to the result from observation, questionnaire and field notes.

### *Techniques of Data Collection*

The data were collected by (a) conducting an observation, (b) making field note, (c) administering test, (d) distributing questionnaire.

### *Data Analysis*

The data analysis was used by researcher in this research followed some procedure such as: classifying the data, presenting the data and the last was concluding the data.

#### 1. Data Classification

In this research, the data were classified into two categories, the first was quantitative data and the second was qualitative data. The quantitative data referred to the data which was taken from the students score as well as the questionnaire. However, the qualitative data were taken from the observation and check list as well as field note.

#### 2. Data Display

The classified data from observation result and field note were described qualitatively using categories of achievement such as: very poor, poor, fair, good, and very good. Moreover, the data taken from the test was presented in tables, and the data from the questionnaire was calculated in percentage.

Furthermore, the use of quantitative data analysis was classified as follow:

1. The rule to decide the accomplishment degree and the mean score

- Rule to find an individual degree of mastery

$$\text{Degree of Mastery} = \frac{\text{Number of correct items}}{\text{Number of items}} \times 100\%$$

(Adopted from *Petunjuk Guru Bahasa Inggris* for the Senior high school).

- Rule to find mean score

$$M = \frac{\sum X}{N}$$

M = Mean score

ΣX = the total scores of the students' vocabulary test

N = the numbers of students

(Adapted from Beast, 1981).

2. The rule of calculating the percentage of students' questionnaires responses

$$\% = \frac{\text{Total number of students choosing certain items}}{\text{Total Number of students}} \times 100\%$$

*Concluding the Data*

Data conclusion was done after the researcher evaluated and interpreted the data. It is important to conclude the data to know whether another cycle was necessary. In this research, researcher stopped the action at cycle 1 because the students had achieved mean score 88.57. That result was higher than the minimum mastery criterion stated in that school (70.00). Moreover, that result was supported by the results of observations which indicated the improvement of the teaching learning process from teacher and students' part and the result of questionnaire dealing the implementation of teaching learning vocabulary using mind mapping.

*Reflection*

Reflection is the most important part in Classroom Action Research, it is needed to evaluate whether another cycle to solve the problems is necessary or not. The number of cycles cannot be predicted in advance. A

classroom action research may take only one cycle if after the first cycle, all the targeted criteria of success have been achieved. The researchers, in fact, have to do their best to plan their classroom action research as few cycles as possible.

If all of the problems in teaching vocabulary are solved, there is no need to conduct the second cycle. In reflection, the researchers consult the result of data analysis and compare it with the criteria of success. If the result of our first action fulfills the criteria of success, the action is stopped. If it does not fulfill the criteria of success, the researchers should continue to the second cycle by revising the lesson plan (Latief, 2010:87).

Furthermore, Mistar (2010:31) states that "reflection in a classroom action research is an effort to evaluate whether the teaching learning process succeeds or fails based on the criteria of succeed that have been decided before".

The reflection in this research was done by the researcher and her collaborator after accomplishing each of the research steps in order to know whether we could stop the research or should continue to another cycle. In this case, they decide to stop this research in the first cycle, because the criterion of succeed of the research has been achieved by the students. The student's mean score was 80.56; it was higher than the criterion of success of the research (70.00).

*The Result of Teaching Learning Process Analysis*

The analysis of the teaching-learning process was done based on the result of field notes and the observation checklist. Some findings show improvement from both the student and teachers' parts. On the part of the students' attitude towards the task, it was found that the students were actively involved and participated actively in the lesson. Further, the teacher' ability in conducting teaching and learning process was observed and categorized as excellent

and above average. Mostly, the indicators in observation checklist were rated 4 (excellent) and 3 (above average) by the collaborator researcher. In this case, the teacher was evaluated in the five points namely: (1) preparation, (2) presentation, (3) execution/method, (4) personal characteristics, teacher-students interaction. Dealing with preparation, the teacher was well prepared and the lesson execution was good.

Further related to presentation, the teacher explained the materials well, smoothly, in sequence, and logically. Moreover the teacher also paced the lesson well, gave the lesson direction to the students clearly, for example in asking them to do the tasks, to play mind map, to do homework etc. Besides that, the teacher always tried to make the students talk or write for example by asking question, asking them to write the sentences, etc. Further, she also realized if there were some students who were having trouble in understanding the lesson. In this case, she asked the students the points they didn't understand and she explained it again carefully. Further, in presenting the materials the teacher was very encouraging, full of enthusiasm, and showed the interest in the lesson,

Furthermore, dealing with execution or method, the teacher used various activities in during the class, reinforced the material, walked around the class, made eyes contact with the students, and knew the student's name well. She also distributed the questions appropriately and used media in teaching. Contextual learning was used with clear example and illustration of the materials through mind mapping.

On the teacher's personal characteristics, the teacher was patient in answering the students' questions. She had audible voice for all students in the class. She also had a good appearance, initiative and was resourceful. She had appropriate and acceptable use of English while she is teaching the students.

The last point is related to teacher - student interaction in the classroom. Dealing with that point, the teacher tried to set the class into a student-centered class. She encouraged students' participation in classroom by asking them to do activities or to raise or answer questions. Further, she was able to control and direct the class well; she sometime relaxed the students and made students work in group or individual. In conclusion teacher and the students had excellent interaction for enjoyable learning in the classroom.

An analysis of the result of the test given at the end of cycle 1 showed that an improvement of learning result was achieved. In this case, the mean score of the student's in the vocabulary test after the action increased significantly after the implementation of mind mapping and 5 reviewing patterns proposed by Buzan (2009). The mean score of the students was 80.57. The students' mean score was higher than the students' mean score in vocabulary test before the action (55.66) and the minimum criterion mastery stated in the school (70.00).

#### *The Students' Questionnaire Result*

The data on students' opinion towards learning vocabulary using mind mapping and Buzan's 5 reviewing patterns was obtained through a questionnaire with 10 statements given to 35 students of the tenth year of students in X-B class of MAN Kota Blitar. The questionnaire contained four variables to measure: (1) learning motivation, (2) learning result, (3) tasks accomplishment and (4) social relationship. The result showed that on the first variable "learning motivation", the students are motivated to learn vocabulary using mind mapping and Buzan's five reviewing patterns strategy. It can be seen from the result of the four statements given related to it. For the first statement (item no. 1) "I am very eager to learn vocabulary using mind mapping and Buzan's 5 reviewing patterns", 30 (85.7%) students chose

“absolutely agree” and 5 (14.3%) students “agree”.

Moreover, 29 (82.9%) students state “absolutely agree” and the rest 6 (17.1%) students state “agree” for the statement (item no. 2): “Learning vocabulary using mind mapping and Buzan’s 5 reviewing patterns is an interesting and enjoyable activity”. On the other hand, in the third statement for this variable, statement no. 6, “It is difficult for me to learn vocabulary by mind mapping and Buzan’s five reviewing patterns”, 2 (5.7%) students state “not sure”. Moreover, 4 (11.4%) students state “not agree”, and the rest 29 (82.9%) students state “absolutely not agree”. Meanwhile, for the next statement (item no 7), “Learning vocabulary using mind mapping and Buzan’s 5 reviewing patterns strategy is a worthless and time consuming activity”, 6 (17.1%) students state “not agree” while the rest 29 (82.9%) students state “absolutely not agree”.

The data on the second variable “learning result” also showed satisfactory response. There are 4 indicators representing this variable. The first indicator is statement (item no. 3) “In my opinion learning vocabulary using mind mapping and Buzan’s reviewing patterns can increase my vocabulary”. 29 (82.9%) students chose “absolutely agree”, 6(17.1%) students chose “agree”. Second is statement no. 4, “Mind mapping and Buzan’s 5 reviewing patterns help me learn and memorize new words”. 30 (85.7%) students’ state “absolutely agree” and 5 (14.3%) state “agree”. The next is statement no. 5, “Learning vocabulary using mind mapping and Buzan’s five reviewing patterns enabled me to learn words and their meaning in comprehensible way”. 28 (80%) students state “absolutely agree” while the rest 7 (20%) students state “not sure”. And the last indicator is statement (item no 10), “Learning vocabulary through mind mapping makes me brave to express idea or asking and answering the question”. For this 29 (82.9%) students state “absolutely agree” and 6 (17.1%) students state “agree.”

The third variable “task achievement” also showed good response. As it can be seen in statement no. 8, “Using mind mapping and Buzan’s 5 reviewing patterns makes me motivated to do the class tasks or take-home tasks”, 30 (85.7%) students state “absolutely agree” and 5 (14.3%) students sate “agree”

The last variable “social relationship” also showed acceptable response. It can be seen from the result of statement no. 9, “Learning vocabulary using mind mapping and Buzan’s 5 reviewing patterns promotes the togetherness among students”. 29 (82.9%) students choose “absolutely agree”, and 3 (8.6%) students state “agree”, while 3 (8.6%) students state “not sure”.

### Reflection

Based on the result of the analysis both the teacher teaching-learning process and students’ learning result in cycle I, it was shown that the students made an improvement in learning vocabulary. This improvement could be seen from indicator of success achieved as follows. The obtained mean score was 80.57 was higher than the standard minimum mean score (70.00). Therefore, it was decided that the next cycle was not necessary. In addition, that result was supported by the result of teaching learning process which was derived from observation checklists and field note in which the teaching learning process in that class was very good/ excellent and it was also supported by the students’ positive responses toward the use of mind mapping and five reviewing patterns in learning vocabulary as presented previously. See Figure 2.

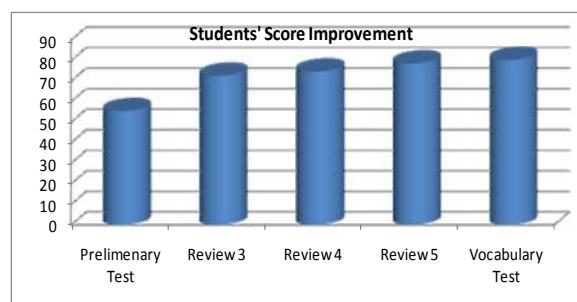


Figure 2: Students’ Improvements



Figure 2 illustrates the students' improvement in learning vocabulary by using mind mapping and 5 reviewing patterns which looked firm in the improvement.

The result of the research that was presented above was in line with Indah 's experimental research result on the use of mind mapping to teach vocabulary, in which she reported that the vocabulary achievement of the students of IKIP PGRI Palembang increased after being taught using mind mapping. She recorded that the calculation result of the matched t-test formula was 2.396. It indicated that the calculated  $t$  obtained was greater than the critical value (1.725). The finding of her study showed that mind mapping is effective in teaching vocabulary to the tenth year of SMUN 15 Palembang.

Moreover, the researchers' result was also in line with Yusuf's experimental research result entitled "The Effectiveness of Mind Mapping Technique In Increasing the Second Year Students' Reading Comprehension at SLTPN 43 Palembang" The result of the calculation of the t-test formula was 4.19. It indicated that the  $t$  value was higher than the critical value (02.021). The findings of his research showed that mind mapping is significantly effective in teaching reading comprehension to the subject of SLTP Negeri 43 Palembang.

In addition, the researchers' result was in line with experimental research result by Hermalasari entitled "Teaching Writing Paragraphs by Using Mind Mapping to The Eleventh Year Students of SMA Negeri 14 Palembang in which she reported that the students' average score in pre-test was 59.68 and the average score of post-test was 67.85. It indicated that calculated  $t$  value was higher than the  $t$  value on the table (1.684). It means that mind mapping is effective to teach writing paragraphs at the eleventh grade in that school. And now, with this current research mind mapping is also proved effective to teach vocabulary

### *The Strength and the Weaknesses of Mind Mapping and 5 Reviewing Patterns*

There is no perfect thing. Besides having some strengths mind mapping and 5 reviewing patterns also have some weaknesses. The strengths include (1) leading the students to have better memory, (2) easy to apply in the classroom as media to present the material, media to do the task, media to review the lesson, and media to assess the students' achievement, (3) interesting, and attractive media to teach all themes or sub-theme.

Further, mind mapping and 5 Buzan's reviewing patterns were a pairs of strategies which support each other. As Buzan (2009:39) argue the best way to review the lesson is using mind mapping. With mind mapping to review the lesson, students will have better memory of the materials they have learnt. Better memory will make them easier in doing the test. It was proved by the students' vocabulary mean score after applied with those strategies in this research.

However, mind mapping and five reviewing patterns also have weaknesses such as: (a) Mind mapping and 5 reviewing patterns need consistency as well as continuity of implementation either in the for of classroom implementation by teachers or at home reviews by students following the procedures given. Especially for the strategy of reviewing the lesson, it must be done seriously based on Buzan's 5 reviewing patterns. Buzan's 5 reviewing required teachers and students to review the lesson until 5 times based on these following rules: (a) one hour after the first learning, (b) one day after the first learning, (c) one week after the first learning, (d) one month after the first learning and, (e) three up to six months after the first learning. Those reviewing procedures may be difficult to do for students at the first time. Besides, with five time review, the teacher must provide and prepare more tasks, and of course it needs additional cost to prepare them as well as



need additional time to do. In addition, it is not easy to change the habitual linear note writing in preparing teachers' teaching materials or presentation. While with mind map, teachers need to be creative in making mind maps and present them in the class. If they do not have creativity and a good understanding about the material, the teachers would have problems in translating the materials into mind maps. Mind map reflects the materials to teach in the class. Therefore, before teachers make mind maps, they must understand the materials well so that they can generate the good key words. Otherwise, the mind map would be confusing for the students. Further, some teachers may not have a good ability to use multimedia or technology in teaching and learning such as in operating computer, laptop or internet applications. Or it can be said that mind map is still difficult to make for some teachers who did not have computer mastery or creativity to draw it.

In mind maps, everything is supposed to be provided on a single page. This is a tough challenge for teachers who have comprehensive and complex topic to deal with in the classroom. A mind map which is made carelessly or which is too ambitious to cover all aspect would look so crowded and this might cause students difficult to understand.

### *Conclusion and Suggestions*

Mind mapping and 5 reviewing patterns proposed by Buzan (2009) can improve the tenth year students' vocabulary achievement. Therefore, the English teachers are recommended to apply this model as one of alternatives teaching technique to teach vocabulary in the classroom. Besides that, the English teachers are also suggested to inform or discuss this model of vocabulary teaching through teachers' forum such as workshop and seminar.

It is suggested that parents with elementary, junior or senior high school sons or daughters practice Buzan's 5 reviewing

patterns as strategy to review their lesson in order to improve their learning achievement. Furthermore, the students are also recommended to make mind map of their lessons at home after school and do the review 5 times based on the certain procedures as Buzan proposed. So, the students must be active both in the classroom and outside of the classroom for reviewing their lessons, for example, by summarizing, mapping, re-reading the material by themselves or by reviewing them in peer learning, and group learning at home.

In addition, this research is an action research in which the result cannot be generalized. It is advisable or recommended that future researchers would conduct the research with different design for example experimental research to know the effectiveness of Buzan's 5 reviewing patterns on certain skills or subjects. Such research would be useful to strengthen or reject this research result.

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## ANALISIS JENIS DAN FREKUENSI KESALAHAN GRAMATIKAL BAHASA INGGRIS TULIS MAHASISWA

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### ABSTRAK

Kesalahan gramatikal dalam berbahasa asing tidaklah dapat dihindari dan ini wajar terjadi. Kesalahan ini disebabkan oleh beberapa faktor, yang antara lain berupa: pengaruh bahasa asal, generalisasi yang berlebihan (*overgeneralization*), tidak mengetahui aturan gramatikal, atau aturan gramatikal yang disalah-pahami. Penelitian ini menguji frekuensi dan jenis kesalahan tulis dari 20 karangan pendek yang dibuat oleh mahasiswa Jurusan Administrasi Niaga, Politeknik Negeri Malang. Dari 429 kalimat dalam karangan tersebut ditemukan 871 kesalahan dalam 25 jenis. Jenis kesalahan yang terbanyak adalah *omission of article*, *omission of plural*, *S-V agreement*, dan *omission of preposition*. Hasil investigasi menunjukkan bahwa penyebab kesalahan tersebut adalah adanya pengaruh bahasa asal (L1) terhadap bahasa sasaran (L2).

**Kata kunci:** *kesalahan gramatikal, error analysis, contrastive analysis, grammatical errors*

Mempelajari kesalahan gramatikal (*grammatical errors*) dalam suatu wacana setidaknya dimaksudkan untuk dua tujuan, yakni: (1) mencari data tentang perolehan bahasa (*language acquisition*), dan (2) mencari informasi sebagai dasar untuk mengembangkan kurikulum dan menyusun materi pengajaran (Richards, ed., 1974).

Kesalahan gramatikal adalah penyimpangan terhadap aturan baku dalam bahasa tulis maupun lisan yang terjadi secara sistematis (Giri, 2010). Dalam proses mempelajari suatu bahasa kesalahan gramatikal adalah sesuatu yang wajar dan sering kali tidak terhindari. Oleh karena itu kesalahan ini perlu dipelajari dan dicermati sehingga dapat diketahui jenis,

frekuensinya dan penyebabnya sehingga kemudian dapat ditemukan cara-cara untuk mengatasi kesalahan tersebut.

Ada beberapa jenis kesalahan gramatikal yang dikelompokkan secara umum dalam analisis kesalahan. Jenis kesalahan tersebut adalah (1) penghapusan morfem gramatikal (*omitting grammatical morphemes*), (2) penandaan ganda (*double marking*), (3) pola keteraturan (*regularizing*), (4) penggunaan archiform (*using archiform*), (5) penggunaan dua bentuk atau lebih dalam perubahan random (*using two or more forms in random alteration*), dan (6) salah penempatan (*mis-ordering*). Jenis-jenis kesalahan ini kemudian dikembangkan lagi bersamaan

dengan dikembangkannya teori-teori baru dalam analisis kesalahan gramatikal dalam berbahasa.

### **Contrastive Analysis vs. Error Analysis**

Contrastive analysis (CA) muncul pada abad ke-18 ketika William Jones membandingkan bahasa-bahasa Yunani dengan bahasa-bahasa Sanskrit. Dengan CA ini ia menemukan bahwa kedua kelompok bahasa tersebut memiliki banyak persamaan yang sistematis. CA memfokuskan pengamatannya pada aspek hubungan-hubungan fonologi dan evolusinya, sehingga dihasilkan silsilah-silsilah bahasa.

Pendekatan CA ini didasarkan pada asumsi bahwa kita dapat meramalkan dan menguraikan struktur bahasa yang dipelajari (L2) yang akan menyebabkan kesulitan dalam pelajaran dengan membandingkannya dengan bahasa asal (L1). Dalam perbandingan bahasa kedua bahasa tersebut akan ditemukan aspek-aspek bahasa yang sama dan berbeda. Diasumsikan bahwa aspek bahasa yang sama akan mudah dipelajari sedangkan aspek yang berbeda akan sulit dipelajari.

Selain itu, CA juga dikaitkan dengan teori pengalihan bahasa atau *language transfer*. Dalam teori ini dikatakan bahwa pembelajar bahasa cenderung untuk mengalihkan pola atau struktur bahasa asal ke pola atau struktur bahasa yang dipelajarinya. Menurut beberapa pakar CA, pengalihan bahasa digolongkan dalam dua kelompok, yakni pengalihan bahasa yang menunjang pembelajaran, dan pengalihan bahasa yang menghambat pembelajaran.

Para ahli bahasa terpecah menjadi dua kelompok dalam memandang manfaat CA ini, yakni kelompok yang percaya bahwa CA dapat memberikan sumbangan yang berarti bagi pengajaran bahasa, dan kelompok yang meragukan manfaat CA dalam membantu keberhasilan pengajaran bahasa. Namun, setidaknya CA berguna

dalam: (1) menerangkan mengapa kesalahan terjadi, dan (2) menunjukkan strategi apa yang harus diambil untuk mengurangi kesalahan itu dalam pembelajaran bahasa.

Dalam melakukan investigasinya, CA mengamati Perbedaan (dan persamaan) pada aspek: (1) fonologi, baik fonem segmental maupun suprasegmental, gugus vokal maupun gugus konsonan; (2) morfologi atau pembentukan kata; (3) sintaksis, yakni pembentukan kalimat, baik *struktur dalam (deep structure)* dan *struktur luar (surface structure)*; (4) leksis (*lexical contrasts*), yakni yang terkait dengan kosa kata; (5) budaya, yakni dalam perilaku non-linguistik; dan (6) ortografis (*orthographical contrasts*), yaitu dalam penulisan abjad, suku kata dan tulisan logografik.

Dalam teori CA ini dikatakan bahwa 'belajar bahasa' pada dasarnya merupakan suatu proses pembentukan kebiasaan-kebiasaan otomatis dan bahwa oleh karenanya kesalahan-kesalahan yang terjadi berasal dari kebiasaan dalam berbahasa asal (L1) yang mempengaruhi pembelajar dalam mempelajari bahasa sasaran (L2). Dikatakan juga bahwa analisis kontrastif atau perbandingan dari dua bahasa yang dipelajari akan menggambarkan aspek-aspek bahasa sasaran mana yang menghasilkan kesalahan.

Namun, beberapa pakar bahasa lain melihat bahwa sejumlah besar kesalahan yang dibuat pembelajar mungkin tidak dapat ditelusuri melalui bahasa asalnya. Oleh karenanya, teori CA ini dianggap tidak dapat menjelaskan secara rinci sebab-sebab dari kesalahan gramatikal. Sebagai gantinya, muncullah teori baru yang disebut sebagai *Error Analysis*.

*Error Analysis (EA)* atau analisis kesalahan baru menjadi populer pada tahun 1965-an. Teori ini meneliti secara mendalam kesalahan-kesalahan yang ditemukan dalam pembelajaran bahasa dan mencari tahu sebab-sebab terjadi kesalahan yang dibuat. Tidak berbeda dengan CA, EA

dipergunakan untuk mengidentifikasi unsur-unsur bahasa yang menimbulkan kesulitan belajar.

Sementara itu, EA dilaksanakan dengan menganalisis wacana pembelajar, baik lisan maupun tulis, dan mengidentifikasi kesalahan yang ada dan kemudian dikelompokkan dalam jenis kesalahan dan selanjutnya dihitung frekuensinya. Kesalahan yang mempunyai frekuensi tinggi dikategorikan sebagai unsur bahasa yang sukar dipelajari atau dipahami; sebaliknya kesalahan yang mempunyai frekuensi rendah dianggap sebagai mudah.

Sebelum diuraikan lebih lanjut tentang metode dalam EA, perlu diketahui terlebih dahulu tentang kesalahan gramatikal (*grammatical errors*) dan kekeliruan gramatikal (*grammatical mistakes*).

Menurut teori *audiolinguisism*, kesalahan gramatikal merupakan tanda bahwa cara penyajian materi bahasa kurang baik atau guru kurang mahir dalam mengajar. Sementara itu menurut pendekatan komunikasi, kesalahan-kesalahan gramatika justru merupakan tanda bahwa proses belajar mengajar berjalan dengan lancar dan bahwa kesalahan tersebut tidak perlu dihindari atau dielakkan.

Dalam berbahasa pembelajar sering membuat kesalahan. Kesalahan, atau lebih tepatnya penyimpangan dari struktur yang benar, dibedakan dalam dua kategori, yakni KESALAHAN atau disebut *errors*, dan KEKELIRUAN atau disebut *mistakes*. Secara konsep, keduanya berbeda.

Kekeliruan (*mistakes*) adalah penyimpangan yang tidak secara sengaja diucapkan atau dituliskan oleh seorang penutur, dan dengan mudah dapat diperbaiki oleh penutur itu sendiri. Semua orang, baik penutur asli maupun bukan penutur asli, dapat membuat kekeliruan. Tetapi apabila ia dapat dengan segera memperbaiki kekeliruan tersebut karena dia sadar bahwa ia membuat kekeliruan maka ini bukan disebabkan ia tidak

menerapkan aturan-aturan tata bahasa yang benar. Kekeliruan biasanya disebabkan oleh hal-hal yang bersifat psikologis, seperti: kelelahan, kurang menyimak, mengantuk, memikirkan hal lain, dan lain sebagainya.

Sebaliknya, kesalahan (*errors*) ialah penyimpangan dari tata bahasa yang benar karena ia tidak memahami aturan tata bahasa tersebut. Oleh karenanya, penutur tersebut biasanya tidak dapat segera memperbaiki kesalahan itu. Kesalahan biasanya terjadi secara sistematis dan sering terjadi berulang. Penutur akan menyadari kesalahannya jika diberi tahu oleh penutur lain atau guru.

Secara lebih rinci, langkah-langkah yang dilakukan dalam analisis kesalahan (EA) ini adalah: (1) mengidentifikasi kesalahan, tidak hanya yang terkait dengan faktor linguistik tetapi juga dengan faktor non-linguistik; (2) menjabarkan kesalahan, yakni menggolongkan jenis kesalahan berupa *addition*, *omission*, *alteration*, dan *misordering*; (3) menerangkan kesalahan, yaitu mencari sebab-sebab terjadinya kesalahan, yang umumnya berupa *fossilization*, *overgeneralization*, *hyper-correction*, *miscon-ception*, dan *misformation*; (4) mengevaluasi kesalahan, yakni menganalisis kesalahan secara kualitatif dan kuantitatif; dan (5) memperbaiki kesalahan.

Dalam menganalisis kesalahan, EA menggunakan empat taksonomi untuk mengelompokkan kesalahan. Taksonomi ini diperlukan untuk mencari sebab-sebab kesalahan sehingga mudah dalam menarik kesimpulan. Keempat taksonomi tersebut adalah:

#### 1. Taksonomi Kategori Linguistik (*linguistic category taxonomy*)

Dalam taksonomi ini pengelompokan kesalahan didasarkan pada aspek kebahasaan (*linguistic items*) yang meliputi fonologi, sintaksis, morfologi, semantik, leksikon, dan wacana (*discourse*).

## 2. Taksonomi Strategi Permukaan (*surface strategy taxonomy*)

Dengan taksonomi ini kesalahan gramatikal digolongkan berdasarkan pada bagaimana struktur bahasa mengalami perubahan yang mengarah pada kesalahan. Kesalahan yang mungkin terjadi adalah (1) *omission*, yakni penghilangan unsur-unsur kalimat tertentu yang justru diperlukan, (2) *addition*, yaitu penambahan unsur-unsur kalimat yang justru tidak diperlukan, (3) *misformation*, yakni pembentukan unsur kalimat yang salah, dan (4) *misorder*, yaitu penempatan unsur kalimat yang salah.

## 3. Taksonomi Perbandingan (*comparison taxonomy*)

Taksonomi ini mengklasifikasi kesalahan dengan membandingkan kesalahan yang sama yang dilakukan oleh anak-anak penutur asli bahasa yang dipelajari. Kelompok kesalahannya dimasukkan dalam empat golongan, yakni *development errors*, *interlingual errors*, *ambiguous errors*, dan *other errors*.

## 4. Taksonomi Efek Komunikasi (*communication effect taxonomy*)

Dalam taksonomi ini kesalahan didasarkan pada 'kesalahan-kesalahan bukan dalam struktur dan kosa kata tetapi dalam ragam bahasa yang digunakan' atau disebut sebagai unsur pragmatik. Unsur pragmatik ini mencakup *setting*, pelaku komunikasi, tujuan, suasana, topik, dan media.

### Bahan-Bahan Analisis Kesalahan

Dalam melakukan analisis kesalahan gramatikal, peneliti dapat menggunakan sumber-sumber data analisisnya. Umumnya sumber itu dikumpulkan dari bahan-bahan wacana yang diproduksi oleh pembelajar, baik secara lisan maupun tertulis. Hasil-hasil penelitian menunjukkan bahwa teknik pengambilan data dapat mempengaruhi hasil atau kesimpulan dari analisis, dalam

hal ini adalah baik jenis kesalahan yang ditemukan maupun urutan unsur-unsur bahasa yang menjadi titik perhatian analisisnya. Oleh karena itu, dalam memilih jenis data untuk dianalisis peneliti perlu mempertimbangkan kemungkinan hasil yang akan diperoleh.

Data untuk analisis kesalahan dapat diambil dari sumber-sumber berikut.

#### a. Wawancara

Biasanya wawancara dilaksanakan secara individual berdasarkan pertanyaan-pertanyaan mengenai topik-topik tertentu. Hasil wawancara itu direkam dan kemudian dianalisis. Dengan cara wawancara ini peran pewawancara sangat berpengaruh dalam ujaran-ujaran yang dihasilkan oleh pembelajar. Situasi yang diciptakan oleh pewawancara akan juga mempengaruhi pembelajar secara psikologis yang pada akhirnya hasilnya mungkin baik atau tidak. Teknik wawancara ini membutuhkan waktu yang panjang sehingga jarang digunakan.

#### b. Karangan Tertulis

Dengan cara ini peneliti memberikan beberapa pilihan topik kepada pembelajar untuk kemudian menulis sebuah karangan pendek, satu atau beberapa paragraf, sesuai dengan topik yang dipilihnya. Tingkat kesulitan topik yang diberikan (berdasarkan latar belakang pengetahuan atau *background knowledge* pembelajar) akan mempengaruhi hasil wacana yang diproduksi, terkait juga dengan penguasaan kosa katanya.

#### c. Karangan lisan

Dengan cara ini peneliti memberikan topik-topik tertentu dan pembelajar kemudian mencatat hal-hal yang akan diucapkan. Data analisis berupa

rekaman dari karangan lesan yang diproduksi oleh pembelajar.

d. *Dialog Terbuka*

Cara ini disebut sebagai *open-ended dialog*, di mana pembelajar diberi suatu percakapan antara dua peran, A dan B. Peran A sudah memiliki kalimat-kalimat lengkapnya, sedangkan peran B masih kosong yang harus dilengkapi oleh pembelajar sesuai dengan konteks yang diberikan. Data semacam ini disebut sebagai data dengan bahan pancingan atau *elicited data*.

e. *Terjemahan*

Bahan data analisis dengan cara ini diperoleh dari pembelajar atas hasil terjemahan. Pembelajar diberi suatu wacana dalam bahasa asal (L1) dan mereka kemudian diminta untuk menerjemahkannya ke dalam bahasa sasaran (L2). Teknik ini sering dipakai tetapi memerlukan kehati-hatian karena apabila ujaran-ujaran dari bahasa asal tidak jelas atau tidak disusun dengan baik dan baku maka hasil terjemahannya juga akan tidak baik. Dengan demikian, kesalahan yang terjadi bukan disebabkan oleh ketidakmampuan pembelajar dalam berbahasa sasaran tetapi lebih oleh faktor lain.

### Subyek Penelitian

Penelitian ini menjabarkan dan menjelaskan kesalahan gramatikal yang terdapat pada karangan tulis pendek oleh mahasiswa Program Diploma III, Jurusan Administrasi Niaga, Politeknik Negeri Malang. Di jurusan ini bahasa Inggris diajarkan sebagai salah satu mata kuliah pokok.

Mata kuliah ini diajarkan selama enam semester berturut-turut dan bersifat sebagai mata kuliah praktek dalam koridor *English for Specific Purposes (ESP)* dan *English for Occupational Purposes (EOP)*.

Dengan demikian, topik-topik yang diajarkan adalah topik yang terkait dengan jurusan, yang antara lain *filing, handling guests, office management, financial management, office etiquette, secretarial duties* dan lain sebagainya.

Bahasa Inggris diajarkan dalam jumlah jam yang cukup banyak dibandingkan dengan mata kuliah lain, yakni 5 atau 6 jam per minggu selama 18 minggu. Pada semester 1 dan 2 bahasa Inggris diajarkan dengan fokus pada dasar-dasar bahasa Inggris termasuk *grammar*, ungkapan-ungkapan sederhana untuk berkomunikasi, dan dikemas dalam empat keterampilan berbahasa, yakni *reading, listening, speaking* dan *writing*.

### Metodologi dan hasil penelitian

Penelitian ini dilakukan terhadap hasil karya tulis pendek oleh mahasiswa di Jurusan Administrasi Niaga Politeknik Negeri Malang. Dengan menggunakan sampel secara acak, 20 karangan pendek diambil dari sejumlah 51 karangan. Karangan ini adalah hasil tugas dalam mengikuti mata kuliah 'Business English' yang diajarkan pada semester 5.

Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan gramatikal yang dilakukan oleh mahasiswa dalam karangan tulis mereka dan untuk mengetahui tingkat keseringan atau frekuensi kesalahan gramatikal untuk masing-masing jenisnya.

Hasil penelitian ini bermanfaat bagi para pengajar bahasa Inggris, khususnya di Jurusan Administrasi Niaga, sebagai salah satu evaluasi terhadap kesulitan-kesulitan yang dihadapi oleh mahasiswa dalam berbahasa Inggris, yang ditunjukkan dengan terjadinya kesalahan-kesalahan gramatikal. Dengan demikian, pengajar dapat memberikan waktu khusus untuk mengajarkan dan memperbaiki kesalahan-



kesalahan gramatikal tersebut bersama-sama dengan mahasiswa.

Dengan menggunakan taksonomi strategi permukaan (*surface strategy taxonomy*), semua karangan dianalisis untuk mengidentifikasi kesalahan-kesalahan gramatikal yang terdapat di dalam setiap kalimat. Proses ini adalah bagian analisis yang membutuhkan banyak waktu dan ketelitian karena setiap kalimat dari sejumlah 429 kalimat ditandai jenis-jenis

kesalahannya. Tanda-tanda tertentu digunakan untuk menandai kesalahan, seperti garis bawah, lingkaran, tanda panah tunggal, tanda panah bolak-balik, tanda centang, tanda tanya, dan tanda coret.

Setelah semua kesalahan diidentifikasi, kesalahan tersebut kemudian dikelompokkan jenis kesalahannya. Hasil analisis menunjukkan bahwa terdapat 25 jenis kesalahan gramatikal seperti terangkum pada Tabel 1 berikut.

*Tabel 1  
Jenis, Contoh dan Frekuensi Kesalahan yang Dibuak oleh Mahasiswa*

Jenis Kesalahan	Contoh	Frekuensi	
		Total	Persen
<b>A. Omission</b>	<i>(tulisan<sup>superscript</sup> adalah pembetulan oleh peneliti)</i>		
A1. Article	Qualified opinion is given by <sup>the</sup> auditor.	207	23,77
A2. Head noun	GNP is used to measure high and low <sup>income</sup> .	5	0,57
A3. Subject	We hope <sup>we</sup> are not deceived by that.	18	2,07
A4. Main verb	... and the workers <sup>are</sup> not bored.	37	4,25
A5. Direct object	The company divides <sup>it</sup> into several parts.	6	0,68
A6. Preposition	The tax bond is divided <sup>into</sup> two parts.	58	6,66
A7. Plural	In fact, the function of all secretary <sup>ies</sup> is not only helping the director.	83	9,53
A8. Conjunction	... many private banks take fund from people with all methods <sup>and</sup> that is a good idea.	8	0,92
<b>B. Addition</b>	<i>(tanda kesalahan dan pembetulan oleh peneliti)</i>		
B1. Double marking of verb	Macro economy is a science that <span style="border: 1px solid black;">is</span> study <sup>ies</sup> carefully ...	18	2,07
B2. Double marking of noun	... makes the workplace an important part of each <span style="border: 1px solid black;">worker</span> employee.	18	2,07
B3. Article	The selection depends on <span style="border: 1px solid black;">a</span> the job analysis.	7	0,80
B4. Preposition	We can know the economic situation of a country <span style="border: 1px solid black;">with</span> in <sup>the</sup> same variables.	16	1,83
<b>C. Misformation</b>	<i>(tulisan miring oleh peneliti)</i>		
C1. Overgeneralization	It <i>caught</i> sight of Section 3 PBB institutions ...	11	1,26
C2. Alternating forms of verb	It is used to indicate and to <i>provision</i> ...	42	4,82
C3. Alternating forms of preposition	Status refers <i>with</i> a person's rank or ...	29	3,33
C4. Alternating	... to indicate the economic variables <i>with the</i>	26	2,99

forms of adverb	<i>way totality.</i>		
C5. Alternating forms of noun	All departments must have <i>planning.</i>	50	5,74
<b>D. Misordering</b>	<i>(tulisan miring oleh peneliti)</i>		
D1. Adverb	Credit tax <i>only</i> can happen if ...	2	0,23
D2. Noun	They don't take the <i>credit long-term</i> because ...	9	1,03
<b>E. Other Errors</b>	<i>(tulisan miring oleh peneliti)</i>		
E1. Tense	The limited company <i>is being</i> a kind of a comapnies...	29	3,33
E2. Passive voice	... that <i>is invite</i> to operate in districts.	31	3,56
E3. Adj-Noun	The <i>price favourable</i> is wanted by the supplier.	45	5,17
E4. Possessive	Auditors report consists of ...	21	2,41
E5. Agreement	<i>Tabungan Kesra are</i> motored by BII, Bank Danmon, and Bank Bali.	81	9,30
E6. To-Infinitive	The selection must <i>to take</i> attention to a rule and government appointment.	14	1,61
		871	100,00

Sumber: Data primer penelitian

Langkah berikutnya dalam analisis ini adalah mencari sebab terjadinya kesalahan yang dibuat oleh mahasiswa. Hasil analisis menunjukkan bahwa ada lima macam sebab terjadinya kesalahan, sebagai berikut:

1. Pengaruh bahasa asal (bahasa Indonesia) terhadap bahasa Inggris, yang mencakup:

a. Penghilangan kata sandang (*article*):

- *Secretary is assistant of leader.*  
→ A secretary is an assistant of a leader.
- *In 1990 there was decrease of production.*  
→ In 1990 there was a decrease of production.

b. Pengurutan frase benda yang tidak benar:

- *The operator bank includes ...*  
→ The bank operator includes ...
- *Invoice Purchase is made for the buyer.*  
→ Purchase Invoice is made for the buyer.)

c. Pemilihan kata depot yang tidak tepat:

- *The function of a secretary is different with the function of ...*

→ The function of a secretary is different from the function of...

- *We know people will be interested with high interests.*

→ We know people will be interested in high interests.

d. Pembentukan kata keterangan yang tidak tepat:

- *The leader must solve the problem with careful.*

→ The leader must solve the problem carefully.

- *"...to indicate the economic variables with the way totality."*

→ ...to indicate the economic variables in the total way.

2. Generalisasi aturan yang tidak benar (*over-generalizatio*), yang meliputi:

a. Pembentukan kata yang tidak benar (*misformation*):

- *The company never gived holidays.*

→ The company never gave holidays.

- *The guests may not be leaved doing nothing.*  
→ The guests may not be left doing nothing.
  - b. Pembentukan kata benda yang tidak benar:
    - *All departments must have plan-ning.*  
→ All departments must have plans.
    - *The guests must write thier identity in the guest booking.*  
→ The guests must write their identity in the guest book.
3. Aturan bahasa tertentu tidak dipahami, yang meliputi:
- a. Pemakaian kata kerja yang salah:
    - *After research the problem, so the writer...*  
→ After researching the problem, the writer...
    - *The secretary must keep smile.*  
→ The secretary must keep smiling.
  - b. Pemilihan 'tense' yang tidak benar:
    - *If the company was good, I will take the job.*  
→ If the company were good, I would take the job.)
    - *The waiting room provided good situation in order the guests can stay well.*  
→ The waiting room provides good situation in order the guests can stay well.
  - c. Penggunaan kata depan yang tidak tepat:
    - *The auditor has examined the financial report according in Auditing Standards.*  
→ The auditor has examined the financial report according to Auditing Standards.
    - *...to receive guests who will meet to the director.*  
→ ...to receive guests who will meet to the director.
4. Pembelajar tidak menerapkan tata bahasa secara lengkap, yang umumnya berupa penghilangan unsur bahasa tertentu:
- a. Tidak adanya 'head noun' dalam frasa benda (*omission of head-noun*):
    - *The secretary can keep the meeting for the next meeting.*  
→ The secretary can keep the meeting minutes for the next meeting.
    - *The company can use perpetual to balance the property.*  
→ The company can use perpetual method to balance the property.
  - b. Tidak adanya kata kerja utama dalam kalimat (*omission of main verb*):
    - *The workers absent from work.*  
→ The workers were absent from work.
    - *It also a kind of limited tax.*  
→ It is also a kind of limited tax.
  - c. Tidak adanya subyek kalimat (*omission of subject*):
    - *In the study developed categories of needs.*  
→ In the study he developed categories of needs.
    - *Also means an employee who manages correspondence.*  
→ Also secretary means an employee who manages correspondence.
  - d. Tidak adanya kata depan (*omission of preposition*):
    - *... to take care of the documents manager.*  
→ ... to take care of the documents of manager.
    - *The duty the receiving department is to receive all goods.*  
→ The duty the receiving department is to receive all goods

- e. Tidak ada kesesuaian antara subyek dan kata kerja utamanya (*S-V agreement*):
- *She help the manager for his jobs.*  
→ She helps the manager for his jobs.
  - *It cause a person to take the tax...*  
→ It causes a person to take the tax...
- f. Tidak adanya kesesuaian antara kata sandang dan kata benda (*Article-Noun agreement*):
- *The secretary should be able to write a letters well.*  
→ The secretary should be able to write a letter well.
  - *The secretary then keeps that letters.*  
→ The secretary then keeps those letters.
5. Pembelajar mempunyai pengertian yang salah tentang suatu konsep dalam bahasa sasaran (L2). Contoh kesalahan seperti ini adalah penulisan kata kerja berganda (*double marking of verb*):
- *So her leader must can take measures ...*  
→ So her leader must take measures ...
  - *Objective tax is be a tax which ...*  
→ Objective tax is a tax which ...

### Kesimpulan dan saran

Langkah berikutnya dalam analisis kesalahan dalam penelitian ini ada mengevaluasi kesalahan. Yang dimaksud dengan mengevaluasi kesalahan adalah menganalisis data secara kualitatif dan kuantitatif. Dari data primer penelitian, semua kesalahan dikelompokkan jenisnya dan kemudian dihitung frekuensinya. Hasil evaluasi ini tercantum pada Tabel 1 di atas.

Tabel tersebut menunjukkan bahwa jumlah keseluruhan kesalahan yang dibuat adalah 871 dari 429 kalimat. Jenis kesalahan

yang mempunyai frekuensi paling tinggi adalah '*omission of article*' yakni sebesar 23,77%. Kesalahan seperti ini diyakini disebabkan oleh masih besarnya pengaruh bahasa asal (Bahasa Indonesia) terhadap kemampuan berbahasa Inggris karena kata sandang dalam bahasa Indonesia bukan merupakan unsur penentu dalam kalimat, sementara sebaliknya, kata sandang dalam bahasa Inggris sangatlah penting. Dengan demikian, unsur bahasa ini perlu mendapatkan perhatian khusus dalam proses belajar mengajar.

Jenis kesalahan kedua yang sering dilakukan oleh mahasiswa adalah '*omission of plural*' atau tidak menggunakan bentuk plural untuk frasa benda. Kesalahan ini dilakukan oleh mahasiswa sebanyak 9,53%. Kesalahan ini terjadi juga akibat pengaruh bahasa asal karena bahasa Indonesia tidak memiliki aturan yang sama terkait kesesuaian antara *head-noun* dan kata sandang atau *article*.

Jenis kesalahan ketiga dengan frekuensi besar adalah '*S-V agreement*' di mana jumlahnya adalah 81 atau sebesar 9,30%. Jenis kesalahan ini umumnya timbul karena mahasiswa tidak menerapkan aturan tata bahasa secara benar.

Kesalahan yang berkaitan dengan *preposition* perlu diajarkan secara lebih intensif dalam proses belajar mengajar mengingat hasil evaluasinya menunjukkan persentase yang cukup besar yakni 58 kesalahan.

Setelah evaluasi dalam metode penelitian ini, langkah berikutnya yang perlu dilakukan adalah memperbaiki kesalahan dengan cara melakukan rekonstruksi ujaran-ujaran yang digunakan. Memperbaiki kesalahan ini dilakukan dengan memperhatikan jenis kesalahan dan penyebab kesalahannya.

Selanjutnya, agar mahasiswa menyadari bahwa mereka membuat kesalahan gramatikal dalam kalimat yang mereka buat, memperbaiki kesalahan ini

dilakukan bersama-sama dengan mahasiswa.

Karena pengaruh bahasa Indonesia menjadi penyebab paling besar terjadi kesalahan gramatika ini, mahasiswa perlu diberi waktu cukup untuk lebih banyak mempelajari tata bahasa Inggris, khususnya pada aturan tata bahasa yang memiliki pola yang sangat berbeda dengan pola bahasa Indonesia. Pemberian materi ini akan lebih baik dilakukan dengan memberikan banyak latihan sehingga pola kalimat yang sering mereka buat secara salah dapat diingat lebih mudah dan dapat dipahami dan digunakan secara bawah sadar.

Penanganan kesalahan gramatikal harus dilakukan secara hati-hati dan diupayakan agar mahasiswa tidak merasa 'salah' yang akhirnya dapat menurunkan motivasi mereka untuk menggunakan bahasa Inggris. Perbaikan kesalahan gramatikal sebaiknya dilakukan dengan yang tepat.

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# **ATURAN TATA TULIS ARTIKEL**

## **Jurnal Linguistik Terapan**

### **Syarat dan Ruang Lingkup**

Artikel yang diusulkan untuk diterbitkan di Jurnal Linguistik Terapan (JLT) belum pernah dipublikasikan secara tertulis pada jurnal atau majalah ilmiah mana pun. JLT menerima artikel tentang pengajaran bahasa, pembelajaran bahasa, pemerolehan bahasa, sosiolinguistik, psikolinguistik, penerjemahan, analisis wacana, pragmatik, bilingualisme, linguistik kontrastif, multilingualisme, komunikasi multilingual, leksikografi, linguistik komputasional, komunikasi berbantuan komputer, linguistik forensik, dan lain-lain, serta dan tinjauan buku dalam bidang-bidang tersebut.

### **Bahasa**

Naskah yang dimuat dalam jurnal ilmiah ini menggunakan bahasa Indonesia atau bahasa Inggris yang baik dan benar. Penggunaan istilah-istilah mengacu pada kaidah yang benar.

### **Pengetikan Naskah**

Naskah diketik menggunakan perangkat lunak pengolah kata Microsoft Word dengan ukuran kertas A4 dengan jarak 1,5 spasi dengan huruf Times New Roman ukuran 12. Tata letak halaman tegak (portrait) dengan jarak sembir (margin) kiri 3,5 cm; kanan, atas dan bawah 2,5 cm. Panjang naskah antara 15-20 halaman termasuk gambar dan tabel. Naskah dan CV penulis dikirim ke Redaksi dalam bentuk softcopy pada sebuah CD (compact disk) atau dikirim via email.

### **Isi Naskah dan Sistematika Penyajian**

- (1) Artikel ditulis dengan gaya esai, menggunakan sub-judul untuk masing-masing bagian, kecuali bagian latar belakang atau pendahuluan.
- (2) Artikel hasil penelitian meliputi: (a) Judul; (b) Nama lengkap penulis (tanpa gelar) dan lembaga atau afiliasinya; (c) Abstrak; (d) Kata kunci; (e) Pendahuluan (tanpa judul, termasuk tujuan penelitian) (f) kajian kepustakaan; (f) metode penelitian, (g) Temuan; (h) pembahasan, (i) Kesimpulan dan Saran; (j) Referensi; dan (k) Lampiran, jika ada.
- (3) Artikel bukan hasil penelitian meliputi: (a) Judul; (b) Nama lengkap penulis (tanpa gelar) dan lembaga atau afiliasinya; (c) Abstrak; (d) Kata kunci; (e) Pendahuluan (tanpa judul); (f) Isi Bahasan; (g) Referensi.
- (4) Referensi disajikan secara alfabetis dan kronologis, dengan urutan Nama, tahun, judul buku, kota penerbit, nama penerbit (Judul dicetak miring).

### **Judul dan Nama Pengarang**

Judul harus berupa ungkapan dalam bentuk kalimat pendek yang mencerminkan isi penelitian atau artikel konseptual/kajian. Jika penulis lebih dari seorang, hendaknya diurutkan dimulai dengan penulis utama/sesuai dengan kode etik penulisan.

### **Tabel dan Gambar**

Tabel dan gambar diberi judul singkat dan jelas. Setiap tabel dan gambar diberi nomor urut (1,2,3,...dst). Nomor dan judul tabel berada di atas, sedangkan untuk gambar berada di bawah. Bila gambar berupa foto, maka kualitas foto harus baik. Agar memudahkan proses editing, dianjurkan gambar di"group".

### **Daftar Rujukan**

Daftar Rujukan yang ditampilkan hanya yang dikutip saja. Penulisan daftar rujukan disusun menurut abjad nama penulis. Urutan penulisan sebagai berikut; Nama belakang, nama depan, Tahun, Judul (dicetak miring), Edisi, Kota: Penerbit.

### **Alamat Redaksi**

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