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TO USE OR NOT TO USE GOOGLE TRANSLATE

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Abstract

The unavoidable development of the Internet in 1990s along with the introduction of *Google Translate* in 2007 have increasingly shifted perspectives previously occupied by translation teachers, translation students, translation process, and most importantly translation product. In the past, the instructions in translation used to rely on teacher resourcefulness and physical availability of texts. Nowadays, they involve in the introduction of freely accessible translation machine, namely *Google Translate*, which should be commensurate with its professional application and utilization. Thus, this study sought to describe the students' purposes and attitudes towards the use of *Google Translate* (GT) for English language learning. Students observed are students of English department program at Politeknik Negeri Malang. Eventually, results of the study illustrate that most students use *Google Translate* during English language learning even though they realize that there are some problems occurring during the use of *Google Translate*.

Keywords: translation, translation machine, students' attitudes, English language learning

I. INTRODUCTION

Internet has started to overtake people's life since 1990s. The rapid growth of information and communication technology has put translation into a further step towards giving more informed and reliable products for the users. Translator education used to depend on teacher resourcefulness and availability of similar or identical text. However, reality shows that it is now almost impossible to obtain the aforementioned criteria without relying on information and communication technology, especially when online web tools are freely available (Korošec, 2011).

Advances in technologies have resulted in the development of many computer applications which provide opportunities in work, life, communication, and learning in the 21st century (Sukkwan, 2014). In addition to being a rich source of translation-relevant information and resources, these computer

applications, including the Internet and its search engines, have become the rich and extensive sources of translation-relevant information and resources. These readily accessible resources allow translators to objectively assess occurrences of linguistic phenomena. One example of these readily accessible resources is machine translation. Machine translation is computer software which is used to translate texts from one language to another (Yamamoto, cited in Sukkwan, 2014). This software could bridge content among languages so that non-native speakers could understand the target language more easily. It not only facilitates professional translators for the sake of publication but also helps readers to understand ideas in foreign languages (Hutchins, 2009).

Nowadays several online machine translation services are accessible for internet users and language learners such as Google

Translate (GT), Bing Translator, and Yahoo Babelfish. Google Translate is well accepted and ranks the first among the most prominent machine translation services. Google Translate is able to provide banks of two hundred billion words and it also provides its users with the most versatility of words and phrases. This makes GT well known among English for Foreign Language (EFL) learners. (Komeili, Hendavalan, & Rahimi, 2011).

Recent technologies as well as online tools and services have continuously made their way into contemporary and hardly avoidable translation classrooms. In contrast, simply making use of new technologies does not make teaching and learning either innovative or more effective (Kelly, 2005). Therefore, new strategies of implementation and integration into classroom activities need to be elaborated. To avoid the excessive use of machine translations, which in this study is GT, EFL learners must be further supervised on how to wisely and accountably use this machine translation so that in the future, it would not ruin their products of translation.

To this end, a study is initiated by the researcher focusing on to use or not use Google Translate by EFL learners majoring in translation and guiding at Politeknik Negeri Malang. In the context of the study, two questionnaires were prepared: a five-point rating scale questionnaire and a checklist questionnaire.

II. LITERATURE REVIEW

As a “network of networks”, the Internet may be described as the most comprehensive corpus in the world. The system became publicly and commercially available in the 1980s and began to spread rapidly. It was estimated that the Internet traffic doubled every year during the 1990s, and according to web sources, some 1.97 billion people were using the Internet by 2010; this figure appears destined to increase yet further, particularly with the rapid introduction and expansion of ICT across the developing world.

Search engines, such as *Google* or *Yahoo*, are the Internet applications designed to perform searches across the entire corpus of documents, images, and other resources available worldwide. According to net market

share, *Google* was ranked first among the popular search engines in 2010 (with 84.65% of total), followed by *Yahoo* (6.69%) and the Chinese search engine *Baidu* (3.39%). With reportedly the world’s largest index of web pages and over a million servers in data centres spanning the globe, *Google* processes over one billion search requests every day, searching billions of web pages in less than half a second.

In 2007, *Google* introduced *Google Translate (GT)*, a statistical machine translation (MT) platform which currently provides automated translations, directly or via a pivot language, between over 50 languages. GT’s success is to a large extent predicated on its statistical approach, which has proven to produce better results than the previously supported rule-based linguistic systems. It is most known as *Systran*, that for the most part retrieve data from bilingual dictionaries and grammars which are then supplemented by linguistic and other rules. Contemporary statistical MT systems rely on a large amount of human-engineered translations (UN, EU) which are utilised to automatically infer a statistical model of translation. The underlying premise is that for every source language element there are a number of possible translations, and the most adequate translation is assigned the highest probability by the system (Veritas, 2009).

Google Translation Toolkit (GTT) was introduced in 2009. GTT is a collaborative web-based translation memory (TM) platform into which translators upload texts and submit them for translation. GTT solutions are drawn from a combination of previously human-engineered translations deriving from the global or individual TM, machine translations and source texts. GTT is an advanced and innovative system offering both individual translators and agencies free and effortless access to machine translation. Its application has had encouraging results when used as the initial translation step as well as during the post-editing process, and has thus enabled a sustainable flow of work (Drugan & Babych, 2010; Ramos, 2010).

Internet-Assisted Translation

Translation, in the information age, relies heavily on the use of the Internet resources and

tools (Korošec, 2011). As Samson (2005) notes, teachers are no longer one of too little information, but rather too much, and students need guidance in order to manage this situation.

However, something needs to be addressed at the very outset: the younger generation tends to have no reservations as to the application of new tools and resources. The tendency for students to make use of resources and information available via the Internet is nevertheless clearly manifest.

Generally, it could be claimed that there are two major uses of the Internet in the translation process. First is as a provider of translation relevant tools and resources. Second is as a source of subject matter, facts, and/or linguistic information. Selcher (2005) points out that quality Internet searches “beyond merely ‘finding something’ in a hit-or-miss way, is definitely more difficult and requires much more patience and constant updating of techniques than does traditional library research.” He believes that information overload is very much a shortcoming of Internet use, and something which accordingly requires sharp management and judgment skills.

III. METHODOLOGY

A descriptive qualitative design was deemed to be an appropriate mode of inquiry for this study which sought to provide information about students’ attitude towards GT. This study follows the characteristics of the mentioned design in ways that it gives complete and detailed description about an interest in natural settings without manipulation, and is inductive nature (Bodgan & Biklen, 2007). The study was carried out at Politeknik Negeri Malang particularly on the English department. It was conducted with a group of 25 students of English department of 2017 academic year. These students are categorized as ‘good’ students because the researcher chose them by relying on the teacher’s judgment. The students’ scores are ranked and they are chosen to be the participant of this study.

This study employs a descriptive qualitative method involving the use of a five-point rating scale questionnaire and a free response questionnaire. The five-point rating scale questionnaire was adapted from a

questionnaire developed by Sukkwan (2014). The five-point rating scale questionnaire was designed to describe students’ purposes of GT use for English learning, attitudes, benefits, and drawbacks. The free response questionnaire contains general information of the participants and problems and solution in the use of GT. The five-point rating scale questionnaire involves students’ purposes of GT use and students’ attitudes towards the use of GT.

The need for the study has arisen from the researcher’s own classroom experience. Students were increasingly using *Google Translate* to support their assignments. The consequences were the students started to have an unnerving effect on classroom workflow, especially when they are asked to produce writing products. Their products of writing turned out to be having low grammatical accuracy and their diction use is inappropriate. When being asked, they confessed that they directly put the Indonesian version of their sentences in the box of GT to be directly translated into English. They copied the translated sentences without editing them and this generated the inaccuracy of grammar use and inappropriate use of dictions and some technical terms. These phenomena encouraged the researcher to investigate these students’ attitude towards the use of GT in their English learning.

The data were collected through the distribution of questionnaires to the students which were previously chosen to be the participants. Students were asked to complete both the five-point rating scale and the free response questionnaires. Students were given time for thirty minutes to fill in the questionnaires. The data obtained from students’ responses in the questionnaires were then analysed using percentages and Likert scale analysis. The data were presented into percentages to make them easier to understand.

IV. RESULTS AND DISCUSSIONS

The results revealed that almost all participants (90%) used GT. Elaboratively, there are 50% of the students who stated that they ‘often’ use GT, 30% of the students stated they ‘sometimes’ use GT, 10% of students ‘always’ use GT, and

10% of students 'seldom' use GT. However, it seems that none of them has never had any experience in using GT. Each of them has used GT even though not quite frequently.

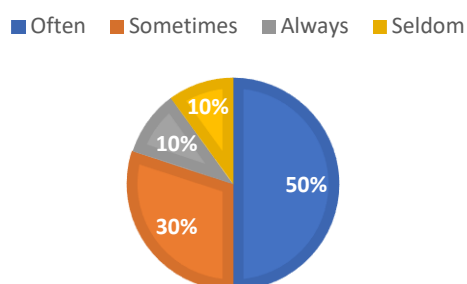


Figure 1. Frequency of GT Use

The purposes for which students most frequently used GT were translation, writing, vocabulary learning, writing, and reading, ranged in sequence. For translation (58%), students used GT most frequently to easily obtain the target language without looking up to the physical dictionaries. However, a talk bubble button was hardly used by them. For writing (25%), students used GT mostly to complete their English exercises and assignments. They also confessed they also used GT for online communication such as writing a caption in their social media. For vocabulary learning (9%), students used GT to get general word meaning especially when they found several difficult words both during their English learning and outside the class. For reading (8%), students used GT particularly to help them understand English sentences and texts in an English textbook including those displayed on a particular website.

In terms of students' attitudes towards using GT for English learning purposes, it was generated that students were in favour of GT at a high level because it was free of charge and easily accessible. It could also perform translations tasks very fast. In addition, it was revealed that GT provided more advantages than disadvantages. In the students' opinion, they thought that the quality of translated texts from GT was far better than theirs. Thus, students stated that GT could help both students with poor and good English competency.

In contrast, some students admitted that GT had negative effects on their learning

habits in several ways. Being assisted by GT, students lacked attempt to read an English text themselves. They hardly remembered or guessed the meaning of new vocabulary words which led to their being lazy to look up to physical dictionaries. Finally, their frequent use of GT led them to not write in English with their own effort.

These findings are in line with Josefsson (2011) who stated that students mostly used GT for the purposes of text translation because it is quick. Some of them used GT to get better understanding in their first language of the text. These findings are also in line with Korošec (2011) which revealed that a vast majority of students were using GT during their preparations for translation classes. He stated that technology is not an option in today's world of professional translation; it is a necessity. Practically all translating is aided by computers and is increasingly being taken away from the personal computer and out of the home, and into the virtual environment. Freely accessible online translation memory tools together with statistical machine translation systems have been developed to a standard where they can provide solid first drafts, thus importantly speeding up the translation process and avoiding unnecessary repetition of labour. However, current ICT is nowhere near replacing the human translator; it facilitates their work and improves efficiency, but translators, including students, need to remain aware as to its limitations.

According to the study, the findings showed that students clearly realized that GT had both benefits and drawbacks. They had positive attitudes towards the use of GT as it was convenient and helpful. The findings support some researchers stating that learners' positive attitudes are encouraged when computers are used for language learning. However, the students admitted that their attempt in reading and writing were reduced and problems of vocabulary retention appeared when they used GT.

V. CONCLUSION

Results of the present study showed that students frequently used GT for translation, writing, reading, and vocabulary learning

respectively. For translation, students used GT most frequently to easily obtain the target language without looking up to the physical dictionaries. For writing, students used GT mostly to complete their English exercises and assignments. For vocabulary learning, students used GT to get general word meaning especially when they found several difficult words both during their English learning and outside the class. For reading, students used GT particularly to help them understand English sentences. The students had highly positive attitudes towards GT: it is free to use; it translates text fast; and GT translation results are better than students' translation.

Some drawbacks were also reported, however. Students highlighted that GT cannot translate all words correctly and it sometimes gave inappropriate word meanings so they needed to recheck and edit word meanings from dictionaries. Besides, students found that GT reduced their attempt to read a text in the target language because it had been translated into their native language by GT.

In conclusion, students realized that GT could help their English learning. They viewed GT as a good learning tool even though it was sometimes quite problematic because they were aware that GT could drive them lazy especially to open dictionaries. In addition, GT could also be problematic in some other ways namely its inaccuracy and inappropriateness of word meanings. Finally, although GT has some weaknesses, students still believe that it is more advantageous than disadvantageous for their English learning. Students realized that they needed to be wise in using this well-known and unavoidable machine translation.

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KORELASI ANTARA PENGUASAAN *GOI* (KOSAKATA) DAN PEMAHAMAN *DOKKAI* (MEMBACA) MAHASISWA POLITEKNIK NEGERI MALANG

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Abstrak

Membaca adalah aktifitas yang biasa dilakukan oleh individu untuk berbagai tujuan. Untuk memahami bacaan dengan baik, penguasaan kosakata oleh pembaca menjadi salah satu faktor yang penting disamping faktor-faktor lainnya seperti: sikap, minat dan motivasi, pemahaman sintaktik dan pemahaman semantik. Penelitian ini bertujuan untuk mengetahui korelasi antara penguasaan *goi* (kosakata) dan kemampuan *dokkai* (membaca) bahasa Jepang mahasiswa Jurusan Administrasi Niaga Politeknik Negeri Malang. Penelitian ini adalah penelitian kuantitatif. Populasi pada penelitian ini adalah mahasiswa Program Studi D-IV Manajemen Pemasaran Jurusan Administrasi Niaga Politeknik Negeri Malang kelas IIA, IIB dan IIC semester 4. Teknik pengambilan sampel menggunakan teknik sampling jenuh. Jumlah sampel sebanyak 69 responden. Teknik pengumpulan data menggunakan instrumen berupa tes tertulis dan observasi. Teknik analisis data menggunakan uji statistik korelasi Pearson atau *Product Moment Correlation*. Hasil analisis data menggunakan rumus korelasi Pearson menghasilkan koefisien korelasi sebesar 0,426. Nilai ini menunjukkan bahwa terdapat korelasi positif dan signifikan antara penguasaan *goi* (kosakata) dan kemampuan *dokkai* (membaca) bahasa Jepang mahasiswa Jurusan Administrasi Niaga Politeknik Negeri Malang.

Kata kunci: penguasaan kosakata, pemahaman bacaan, bahasa Jepang

I. PENDAHULUAN

Dalam belajar bahasa ada 4 (empat) keterampilan berbahasa yang harus dimiliki oleh setiap pembelajar, yaitu keterampilan menyimak (*kiku noryoku/chokai*), keterampilan membaca (*yomu noryoku/dokkai*), keterampilan berbicara (*hanasu noryoku/kaiwa*), dan keterampilan menulis (*kaku noryoku/sakubun*). Dari keempat keterampilan tersebut, menyimak dan membaca bersifat menerima (*receptive*), sedangkan berbicara dan menulis bersifat menghasilkan (*productive*). Bagi pembelajar bahasa pada umumnya keterampilan menulis dan berbicara lebih sulit dibandingkan keterampilan membaca dan menyimak. Dan

salah satu aspek yang penting untuk dapat menguasai empat keterampilan berbahasa tersebut adalah penguasaan kosakata.

Tarigan (1993:14) mengatakan bahwa keterampilan berbahasa seseorang meningkat apabila kuantitas dan kualitas kosakatanya meningkat. Dengan kata lain, semakin kaya perbendaharaan kosakata yang dimiliki oleh seseorang maka akan semakin besar pula kemungkinan orang tersebut dalam menguasai empat keterampilan berbahasa.

Hasil penelitian Pertiwi (2011) dan Cahyono dan Lestari (2016) menunjukkan hasil korelasi positif antara penguasaan *goi* (kosakata) dan kemampuan *dokkai* (membaca)

responden yang mereka teliti. Dengan latar belakang inilah penelitian tentang korelasi antara penguasaan *goi* (kosakata) dan kemampuan *dokkai* (membaca) bahasa Jepang mahasiswa Politeknik Negeri Malang dilakukan.

II. KAJIAN LITERATUR

2.1. Pengertian Kosakata

Ada beberapadefinisi kosakata yang diberikan oleh ahli bahasa. Kridalaksana (1993:127) leksikon (kosakata) adalah 1) komponen bahasa yang memuat semua informasi tentang makna dan pemakaian kata dalam bahasa; 2) kekayaan kata yang dimiliki seorang pembicara, penulis, atau suatu bahasa; perbendaharaan kata; 3) daftar kata yang disusun seperti kamus, tetapi dengan penjelasan yang singkat dan praktis. Sedangkan menurut Soedjito (1992:24) kosakata adalah: 1) semua kata yang terdapat dalam suatu bahasa, 2) kekayaan kata yang dimiliki seorang pembicara atau penulis, 3) kata yang dipakai dalam suatu bidang ilmu pengetahuan, 4) daftar kata yang disusun seperti kamus yang disertai penjelasan secara singkat dan praktis.

Kosakata dalam bahasa Jepang disebut *goi* (語彙). Menurut Matsura (2005:22) *goi* adalah perbendaharaan kata-kata atau kosakata. Sedangkan menurut Machi (dalam Sudjianto dan Dahidi, 2004) *goi* adalah kumpulan kata dalam suatu bahasa yang dikuasai masyarakat tertentu.

2.2. Pemahaman Bacaan

Ada beberapa definisi yang diberikan oleh ahli bahasa tentang pemahaman bacaan. Ellis dkk (dalam Ampuni, 1998) menyebut pemahaman bacaan sebagai kerja kognitif yang melibatkan seperangkat proses kompleks meliputi pengolahan konsep-konsep di dalam memori yang sedang bekerja, membuat kesimpulan-kesimpulan, serta skematisasi intisari bacaan. Sedangkan menurut Mayer (dalam Ampuni, 1998) setidaknya ada tiga kerja kognitif utama pada proses pemahaman bacaan yaitu: 1) menyeleksi informasi-informasi yang sesuai dengan kebutuhan, 2) membangun hubungan internal, yaitu

hubungan antara ide yang satu dengan ide yang lain di dalam bacaan, 3) membangun hubungan antara informasi yang terkandung di dalam bacaan itu dengan informasi yang selama ini telah dimilikinya.

Pendapat yang lain tentang pemahaman bacaan diberikan oleh Ishiguro (dalam Cahyono dan Lestari, 2016). Menurut Ishiguro ada tujuh tahapan yang dilalui oleh seorang pembaca untuk memahami bacaan berbahasa Jepang, yaitu 1) aktifitas memahami gambar, 2) aktifitas mengenali huruf, 3) aktifitas mengenali frasa, 4) aktifitas mengubah makna, 5) aktifitas menganalisis kalimat, 6) aktifitas memahami konteks, 7) aktifitas membayangkan-kan kondisi.

Tahap pertama memahami gambar. Seperti diketahui bahwa huruf Jepang terdiri atas huruf hiragana, katakana dan kanji. Huruf Jepang bisa mewakili sebuah gambaran benda riil atau abstrak. Arah menulisnya bisa dari kiri ke kanan (*yokogaki*) atau dari atas ke bawah (*tategaki*). Jika hurufnya mengarah *tategaki* maka mata bergerak dari atas ke bawah, jika huruf mengarah *yokogaki*, maka mata bergerak ke arah kanan. Huruf-huruf tersebut direkam ke dalam otak. Setelah memahami gambar, tahap berikutnya adalah tahap mengenali huruf. Pada tahapan ini pembaca harus dapat membedakan apakah huruf yang dibacanya huruf hiragana, katakana, ataupun kanji.

Setelah mengenali huruf, tahap yang ketiga adalah mengenali frasa. Dalam satu frasa bisa terdiri dari huruf hiragana saja, huruf hiragana dan katakana, huruf kanji dan hiragana. Tahap keempat adalah mengubah makna yang berarti mengubah makna dari bahasa Jepang ke bahasa pembaca. Jika pembacanya orang Indonesia, maka bacaan bahasa Jepang tersebut diubah menjadi bahasa Indonesia. Tahap kelima adalah menganalisis kalimat yang berarti memahami frasa demi frasa yang menyusun kalimat. Tahap keenam memahami konteks yang berarti memahami kalimat demi kalimat pada bacaan. Pada tahapan ini pembaca juga diharuskan mengerti keterkaitan kalimat pertama dengan kalimat berikutnya.

Setelah memahami konteks, tahap

terakhir atau tahap ketujuh pembaca harus membayangkan situasi. Artinya pada tahap ini pembaca harus mengaitkan bacaan tersebut dengan situasi yang sebenarnya, misalnya tentang budaya, lingkungan, dan kebiasaan yang berbeda dengan tempat pembaca berada.

2.3. Faktor-faktor yang Mempengaruhi Proses Pemahaman Bacaan

Samadayo (2011) menyebutkan faktor-faktor yang mempengaruhi kemampuan siswa dalam memahami bacaan diantaranya: a) intelektual (berhubungan dengan kecerdasan (IQ); b) kemampuan berbahasa (berhubungan dengan seberapa banyak pemahaman kosakata yang dimiliki; c) psikologis (berhubungan dengan sikap, minat, dan motivasi); d) lingkungan (berkaitan dengan latar belakang sosial, ekonomi, dan budaya); e) pengalaman (berkaitan dengan pengetahuan dan kebiasaan dalam membaca).

Menurut Bader (dalam Sari dan Pandjaitan, 2017), ada 6 aspek yang harus dimiliki oleh siswa agar memiliki kemampuan memahami bacaan yang baik, yaitu a) kemampuan asosiasi (kemampuan memahami antara satu kata dengan kata yang lain yang membentuk suatu makna yang baru); b) kemampuan konsepsi (kemampuan memahami konsep yang abstrak ke bentuk yang konkret); c) kemampuan persepsi (kemampuan memberikan pendapat atau penilaian terhadap suatu peristiwa atau kejadian); d) kemampuan sintaktik (kemampuan memahami susunan kata dalam kalimat); e) kemampuan semantik (kemampuan tentang makna kata dalam kalimat); f) pemahaman kognitif (kemampuan secara kritis memahami isi bacaan).

2.4 Hipotesis

Hipotesis penelitian ini adalah:

H₀: Tidak ada hubungan yang signifikan antara penguasaan *goi* (kosakata) dan kemampuan *dokkai* (membaca) bahasa Jepang mahasiswa Politeknik Negeri Malang.

H_a: Ada hubungan yang signifikan antara penguasaan *goi* (kosakata) dan kemampuan *dokkai* (membaca) bahasa

Jepang mahasiswa Politeknik Negeri Malang.

III. METODOLOGI PENELITIAN

3.1 Jenis Penelitian

Jenis penelitian pada penelitian ini adalah penelitian kuantitatif yang bertujuan untuk melihat korelasi antara penguasaan *goi* (kosakata) dan nilai pemahaman *dokkai* (bacaan) mahasiswa Jurusan Administrasi Niaga Politeknik Negeri Malang. Sugiyono (2009:14) menjelaskan bahwa metode penelitian kuantitatif berlandaskan pada filsafat positivisme, dengan populasi dan sampel tertentu, teknik pengambilan sampel dilakukan secara random, pengumpulan data menggunakan instrumen penelitian, analisis data bersifat kuantitatif/statistik dengan tujuan menguji hipotesa yang telah ditetapkan.

3.2 Populasi, Sampel dan Teknik Pengumpulan Data

3.2.1 Populasi

Menurut Sugiyono (2009:117), populasi adalah “wilayah generalisasi yang terdiri atas obyek/subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya”. Populasi dalam penelitian ini adalah mahasiswa Program Studi D-IV Manajemen Pemasaran Jurusan Administrasi Niaga Politeknik Negeri Malang. Namun sesuai dengan batasan masalah, maka subyek penelitian ini adalah mahasiswa tingkat II semester 4 tahun akademik 2017/2018 Program Studi D-IV Manajemen Pemasaran Jurusan Administrasi Niaga Politeknik Negeri Malang kelas IIA, IIB, dan IIC.

3.2.2 Sampel

Sampel pada penelitian ini menggunakan teknik sampling jenuh. Menurut Sugiyono (2009:124) sampling jenuh adalah teknik penentuan jika semua anggota populasi digunakan sampel dengan tujuan untuk membuat generalisasi dengan kesalahan yang sangat kecil. Dengan demikian, sampel pada penelitian adalah mahasiswa tingkat II semester 4 tahun akademik 2017/2018 Program Studi D-

IV Manajemen Pemasaran Jurusan Administrasi Niaga Politeknik Negeri Malang kelas IIA, IIB, dan IIC sebanyak 69 mahasiswa.

3.2.3 Teknik Pengumpulan Data

Teknik pengambilan data pada penelitian ini menggunakan instrumen penelitian berupa tes dan observasi. Ada dua jenis tes yang dilakukan yaitu tes *goi* (kosakata) dan tes *dokkai* (membaca). Bentuk tes adalah tes tulis, dilakukan pada saat ujian tengah semester (UTS) dan ujian akhir semester (UAS).

3.3 Definisi Operasional Variabel

Variabel pada penelitian ini adalah penguasaan *goi* (kosakata) yang merupakan variabel X (variabel bebas) dan kemampuan *dokkai* (bacaan) yang merupakan variabel Y (variabel terikat).

- Variabel X (*goi*):

Pada penelitian ini *goi* (kosakata) yang dimaksud adalah *goi* (kosakata) yang ada pada modul ajar bahasa Jepang I, II, dan III Jurusan Administrasi Niaga Politeknik Negeri Malang yang telah dipelajari oleh mahasiswa selama 4 (empat) semester.

- Variabel Y (*dokkai*):

Kemampuan mahasiswa dalam memahami bacaan. Pada penelitian ini bacaan diambil dari buku Minna no Nihongo I yang merupakan salah satu referensi penyusunan modul ajar bahasa Jepang I, II, dan III.

3.4 Metode Analisis Data

Data yang berupa nilai tes *goi* (kosakata) dan nilai tes *dokkai* (bacaan) akan diukur korelasinya menggunakan korelasi Pearson atau *Product Moment Correlation* dengan rumus:

$$r = \frac{n\sum XY - \sum X \sum Y}{\sqrt{n\sum X^2 - (\sum X)^2} \sqrt{n\sum Y^2 - (\sum Y)^2}}$$

Dari hasil yang diperoleh dengan rumus korelasi Pearsons, dapat diketahui tingkat pengaruh variabel X dan variabel Y. Pada hakikatnya nilai *r* dapat bervariasi dari -1 hingga +1, atau secara matematis dapat ditulis

menjadi $-1 \leq r \leq +1$. Hasil dari perhitungan akan memberikan tiga alternatif, yaitu:

- Bila $r = 0$ atau mendekati 0, maka korelasi antar kedua variabel sangat lemah atau tidak terdapat hubungan antara variabel X terhadap variabel Y.
- Bila $r = +1$ atau mendekati +1, maka korelasi antar kedua variabel adalah kuat dan searah, dikatakan positif.
- Bila $r = -1$ atau mendekati -1, maka korelasi antar kedua variabel adalah kuat dan berlawanan arah, dikatakan negatif.

Sebagai bahan penafsiran terhadap koefisien korelasi yang ditemukan besar atau kecil, maka dapat berpedoman pada ketentuan berikut.

Tabel 1
Pedoman untuk Memberikan Interpretasi Koefisien Korelasi

Interval Koefisien	Tingkat Hubungan
0,00 – 0,199	Sangat Lemah
0,20 – 0,399	Lemah
0,40 – 0,599	Sedang
0,60 – 0,799	Kuat
0,80 – 1,000	Sangat Kuat

Sumber: Sugiyono (2013:250)

IV. HASIL DAN PEMBAHASAN

4.1 Hasil Pengumpulan Data

Hasil pengumpulan data nilai tes penguasaan *goi* (kosakata) disajikan pada tabel 1, sedangkan nilai tes *dokkai* (membaca) disajikan pada tabel 2.

Tabel 2.
Distribusi Frekuensi Nilai *Goi* Responden

Nilai	Frekuensi	Keterangan	Persentase
81 – 100	24	Sangat baik	35%
74 – 80	19	Lebih dari baik	28%
66 – 73	20	Baik	29%
61 – 65	3	Lebih dari cukup	4%
51 – 60	3	Cukup	4%
40 – 50	0	Kurang	
0 – 39	0	Gagal	

(Diadopsi dari Pedoman Akademik Politeknik Negeri Malang 2016)

Dari paparan data pada tabel 2 dapat diketahui bahwa nilai *goi* (kosakata) responden pada penelitian ini tidak ada yang kurang,

bahkan yang sangat baik persentasenya paling besar yaitu 35%.

Tabel 3.
Distribusi Frekuensi Nilai Dokkai Responden

Nilai	Frekuensi	Keterangan	Persentase
81 – 100	18	Sangat baik	26%
74 – 80	10	Lebih dari baik	14%
66 – 73	7	Baik	10%
61 – 65	4	Lebih dari cukup	6%
51 – 60	11	Cukup	16%
40 – 50	12	Kurang	17%
0 – 39	7	Gagal	10%

(Diadopsi dari Pedoman Akademik Politeknik Negeri Malang 2016)

Dari paparan data pada tabel 3 dapat diketahui bahwa nilai *dokkai* (membaca) responden pada penelitian ini yang kurang sebanyak 17% dan yang gagal sebanyak 10 %. Sedangkan nilai *dokkai* responden yang sangat baik sebanyak 26%, yang lebih dari baik sebanyak 14%, dan yang baik sebanyak 10%.

4.2 Analisis Data

Hasil uji statistik korelasi Pearson dapat dilihat pada tabel 4

Tabel 4. Hasil Uji Korelasi Pearson Correlations

		Penguasaan Kosa Kata	Pemahaman Bacaan
Penguasaan <i>Goi</i> (Kosa kata)	Pearson Correlation	1	.426**
	Sig. (2-tailed)		.000
	N	69	69
Kemampuan <i>Dokkai</i> (membaca)	Pearson Correlation	.426**	1
	Sig. (2-tailed)	.000	
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

Dari tabel 4 dapat dilihat korelasi antara penguasaan *goi* (kosakata) dan kemampuan *dokkai* (membaca) menghasilkan nilai 0,426. Nilai tersebut menunjukkan **korelasi yang positif** antara penguasaan kosakata dan pemahaman bacaan. Tanda ** menunjukkan korelasi antara penguasaan *goi* (kosakata) dan kemampuan *dokkai* (membaca) mempunyai hubungan yang **signifikan**. Menurut interpretasi angka korelasi Pearson (Sugiyono, 20013:250),

nilai $r = 0,426$ masuk pada **korelasi sedang**. Dengan demikian H_0 diterima berdasarkan hasil penelitian ini.

4.3 Pembahasan

Hasil uji statistik penelitian ini menunjukkan bahwa ada korelasi yang positif dan signifikan antara penguasaan *goi* (kosakata) dan kemampuan *dokkai* (membaca) bahasa Jepang mahasiswa Jurusan Administrasi Niaga Politeknik Malang Hasil penelitian ini sama dengan hasil penelitian terdahulu yang dilakukan oleh Pertiwi (2011) dan Cahyono dkk (2016).

Kemampuan memahami bacaan adalah bagian terpenting dan menjadi tujuan utama dari aktifitas membaca individu. Bahwa penguasaan kosakata adalah penting untuk memahami suatu bacaan adalah hal yang tidak bisa dipungkiri. Akan tetapi ada beberapa faktor yang lain yang juga mempengaruhi pemahaman bacaan individu. Samadayo (2011:27) menyebutkan ada beberapa faktor yang mempengaruhi pemahaman bacaan individu selain penguasaan kosakata yaitu: intelektual (berhubungan dengan kecerdasan), psikologis (berhubungan dengan sikap, minat, dan motivasi), lingkungan (berhubungan dengan latar belakang sosial, ekonomi, dan budaya), dan pengalaman (berhubungan dengan pengetahuan dan kebiasaan dalam membaca).

Hasil penelitian menunjukkan ada beberapa responden pada penelitian ini yang kurang memiliki minat dan motivasi untuk mempelajari bahasa Jepang. Oleh karena itu hasil tes kosakata dan pemahaman bacaan tidak begitu bagus.

Pendapat dari ahli bahasa yang lain tentang faktor-faktor yang mempengaruhi kemampuan individu dalam memahami bacaan dikemukakan oleh Bader (1980). Menurut Bader untuk memahami bacaan dengan baik siswa harus menguasai enam aspek yaitu: kemampuan asosiasi (kemampuan memahami antara satu kata dengan kata yang lain yang membentuk makna baru); kemampuan konsepsi (kemampuan memahami konsep abstrak ke bentuk konkret); kemampuan persepsi (kemampuan memberikan pendapat atau

penilaian terhadap suatu peristiwa atau kejadian; kemampuan sintaktik (kemampuan memahami susunan kata dalam kalimat; kemampuan semantik (kemampuan tentang makna kata dalam kalimat), dan pemahaman kognitif (kemampuan secara kritis memahami isi bacaan).

Hasil penelitian menunjukkan ada sebagian responden pada penelitian ini mengalami kesulitan pada aspek asosiasi, sintaktik, dan semantik. Sebagai contoh adalah kalimat yang ada pada paragraph bacaan instrumen tes penelitian ini.

きのうの ごと としょかんへ いきました。
(*Kinou no gogo toshokan e ikimashita*)

kinou = kemarin
no = partikel penghubung kata benda
gogo = siang
toshokan = perpustakaan
e = partikel untuk menunjukkan arah suatu aktifitas
ikimashita = pergi (bentuk lampau)
→ Saya kemarin siang pergi ke perpustakaan.

Meskipun kalimat di atas adalah kalimat yang sederhana, namun sebagian mahasiswa yang menjadi responden pada penelitian ini tidak mampu memahami makna kalimat tersebut.

Pendapat ahli bahasa lain yang juga harus dipertimbangkan sebagai faktor yang mempengaruhi individu dalam memahami bacaan berasal dari Ishiguro. Ahli bahasa dari Jepang ini menerangkan bahwa untuk memahami *dokkai* (bacaan) siswa melalui tujuh tahapan aktifitas yaitu: aktifitas memahami gambar, aktifitas mengenali huruf, aktifitas mengenali frasa, aktifitas mengubah makna, aktifitas menganalisa kalimat, aktifitas memahami konteks, aktifitas membayangkan kondisi (Ishiguro dalam Cahyono dan Lestari, 2016).

Pendapat Ishiguro yang agak berbeda dengan dua pendapat ahli sebelumnya ini dapat dimaklumi, karena bahasa Jepang menggunakan huruf hiragana, katakana, kanji, dan romaji (huruf latin) dalam penulisannya. Dengan demikian, bagi responden pada penelitian ini yang tidak menguasai huruf hiragana dan huruf katakana dengan baik maka akan mengalami

kesulitan dalam memahami bacaan. Demikian pula bagi responden pada penelitian ini yang tidak memahami frasa dan struktur kalimat dalam bahasa Jepang dengan baik mengalami kesulitan dalam mengubah makna dari bahasa Jepang ke bahasa Indonesia.

V. KESIMPULAN DAN SARAN

5.1 Kesimpulan

Berdasarkan hasil penelitian maka dapat ditarik kesimpulan bahwa ada korelasi antara penguasaan *goi* (kosakata) dan kemampuan *dokkai* (membaca) bahasa Jepang bahasa Jepang mahasiswa Jurusan Administrasi Niaga Politeknik Negeri Malang.

Penguasaan kosakata adalah salah satu faktor yang penting bagi mahasiswa untuk memahami suatu bacaan dalam bahasa Jepang. Faktor-faktor lain yang juga seharusnya dimiliki oleh mahasiswa agar mampu memahami bacaan bahasa Jepang dengan baik adalah: sikap, minat dan motivasi terhadap bahasa Jepang yang cukup tinggi, penguasaan huruf hiragana dan huruf katakana yang baik, penguasaan frasa yang baik, penguasaan struktur kalimat bahasa Jepang yang baik, kemampuan memahami makna kata maupun kalimat dengan baik, dan memahami konteks bacaan.

5.2 Saran

Bagi peneliti selanjutnya, hasil penelitian ini dapat digunakan sebagai bukti empiris yang dapat digunakan sebagai gagasan untuk melakukan penelitian lanjutan yang lebih mendalam dengan menambahkan variabel lain, seperti penguasaan huruf dan struktur kalimat. Sedangkan bagi pengajar bahasa Jepang, hasil penelitian ini dapat menjadi referensi dalam pembelajaran *dokkai* berkaitan dengan banyaknya faktor yang mempengaruhi pembelajar dalam memahami bacaan.

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GRAMMATICAL DRILL: MENGGUNAKAN TENSES UNTUK MEMBANTU MENINGKATKAN KEMAMPUAN MEMBUAT KALIMAT BAHASA INGGRIS

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Abstrak

Tujuan penelitian ini adalah membuat mahasiswa bisa membuat kalimat-kalimat Bahasa Inggris dengan fungsi *tenses* yang benar. Kalimat-kalimat yang dibuat oleh mahasiswa tidak terkait dengan persiapan mereka untuk menghadapi ujian Tugas Akhir (TA), Ujian Skripsi mereka ataupun sebuah komposisi (novel, cerita pendek, dll). Kalimat-kalimat yang mereka buat akan berkaitan dengan percakapan sehari-hari yang akan berguna bagi para mahasiswa sebelum mereka menghadapi wawancara pekerjaan maupun dalam berkomunikasi dengan rekan kerja. Ini adalah *Collaborative Classroom Action Research*. *Grammatical Drill* adalah metode pembelajaran untuk membuat kalimat Bahasa Inggris dengan penekanan pada pengulangan-pengulangan fungsi *tenses* dan pola kalimat yang digunakan oleh masing-masing *tenses*. Fungsi dan pola kalimat diberikan dan dijelaskan terlebih dahulu kepada mahasiswa. Setelah fungsi dan pola dipahami okeh mahasiswa, latihan-latihan diberikan. Latihan-latihan diberikan dalam bentuk kalimat-kalimat Bahasa Indonesia berdasarkan fungsi *tenses* dan *grammar* yang sudah dibahas sebelumnya. Dari pengulangan-pengulangan tersebut diharapkan mahasiswa akan bisa memahami dan menggunakan fungsi *grammar* dan pola kalimat yang sudah dibahas sebelumnya. Metode pembelajaran ini difokuskan pada pengembangan keahlian mahasiswa untuk membuat kalimat berdasarkan fungsi *tenses*. Data yang diperlukan untuk penelitian ini dikumpulkan dari porto folio pekerjaan mahasiswa, hasil dari preliminary study, dan rekaman hasil kemajuan mahasiswa (*progress report*) dalam tiga siklus. Rekaman hasil pekerjaan mahasiswa mulai dari *preliminary study*, sampai siklus ketiga kemudian dibandingkan. Tujuan perbandingan adalah untuk mengetahui apakah strategi pembelajaran yang diusulkan oleh peneliti efektif atau tidak.

Kata kunci: *classroom actionresearch, grammatical drill, preliminary study, tenses, siklus*

1.1 Latar Belakang

Kemampuan membuat kalimat Bahasa Inggris di lingkungan mahasiswa Jurusan Akuntansi, Politeknik Negeri Malang masih lemah. Di Jurusan Akuntansi Politeknik Negeri Malang, sekitar 70% mahasiswa tidak bisa menulis kalimat Bahasa Inggris dengan benar. Hanya sekitar 30% dari seluruh mahasiswa di semester lima dan enam bisa dikategorikan cukup baik kompetensinya dalam penulisan kalimat Bahasa Inggris (Budisantoso, 2013:1).

Lulusan Jurusan Akuntansi Politeknik Negeri Malang diharapkan bisa bersaing di pasar global dengan kemampuan berkomunikasi dalam Bahasa Inggris yang baik. Agar bisa menyampaikan ide-ide mereka dalam kalimat Bahasa Inggris baik secara lisan maupun tulisan, kemampuan mentransfer ide dari Bahasa Indonesia ke dalam Bahasa Inggris sangat diperlukan.

Karena kemampuan berkomunikasi dalam Bahasa Inggris sangat penting di era global, membuat kalimat baik dalam bentuk tulis

maupun lisan akan mempunyai peran sangat penting. Arifin (2009) menyatakan ada sejumlah kesalahan umum yang dibuat oleh pembelajar Bahasa Inggris di Indonesia. Kesalahan pertama adalah masalah *tenses (present tense)*. Contoh: I am agree with you. Seharusnya: I agree with you (S + V). Kesalahan kedua adalah tentang *determiner(connective)*. Contoh: I don't know about this. I don't know, too. Seharusnya: I don't know either. Kesalahan ketiga adalah tentang *diction (makna, pemilihan kata yang tepat)*. Contoh: Can you borrow me a pen? Seharusnya: Can you lend me a pen? Masalah ke empat adalah tentang *Present Perfect*. Contoh: Do you ever go to Japan? Seharusnya: Have you ever been to Japan? Kesalahan ke lima adalah tentang *Transitive Verb*. Contoh: Come and join with us. Seharusnya: Come and join us. Kesalahan ke enam adalah tentang *preposition (kata depan)*. Contoh: I go to school by foot. Seharusnya: I go to school on foot. Kesalahan ke tujuh adalah tentang *spelling (ejaan)*. Contoh: Stationary (alat tulis). Seharusnya: stationery. Thank's. Seharusnya: Thanks.

Di Indonesia Bahasa Inggris adalah bahasa asing. Jadi, proses akuisisi Bahasa Inggris di Indonesia lebih panjang dari pada akuisi Bahasa Inggris di negara-negara yang menggunakan Bahasa Inggris sebagai bahasa kedua. Di Indonesia, pembelajar Bahasa Inggris biasanya menterjemahkan bahasa ibu (*mother tongue*) ke dalam bahasa Indonesia terlebih dahulu. Setelah struktur Bahasa Indonesia terbentuk, mereka baru menterjemahkannya kedalam Bahasa Inggris, kata demi kata. Karena struktur kalimat

Bahasa Indonesia mereka kurang baik akibatnya struktur kalimat Bahasa Inggris mereka juga menjadi tidak baik. Di negara-negara seperti Malaysia, Singapura, Belanda, Singapura dan Hong Kong proses akuisisi Bahasa Inggris lebih pendek. Di Negara-negara tersebut, Bahasa Inggris adalah bahasa kedua. Dengan demikian akuisisi Bahasa Inggris mereka hanya melewati dua tahapan saja. Dari bahasa nasional ke dalam Bahasa Inggris.

Contoh terjemahan yang dilakukan oleh mahasiswa berikut ini akan menunjukkan kepada kita bahwa mereka memang kurang mempunyai kompetensi Bahasa Inggris yang baik.

Salah: I was very miss them (Budisantoso, 2000).
Seharusnya: I missed them so much.

Salah: Many way that do by people to celebrate new year. Seharusnya: People celebrated the new year eve in many ways (Budisantoso, 2000)

Salah: I have been studied English. Seharusnya: I have been studying English for several years.

Salah: This product make in a high quality. Seharusnya: The product was made in a high quality atau It was a high quality product.

Beberapa contoh kalimat salah di atas diambil dari pekerjaan mahasiswa Jurusan Akuntansi di semester lima tahun 2000. Ketika membaca atau mendengar kalimat-kalimat seperti itu, teman bicara pasti akan memerlukan waktu cukup lama untuk memahami apa yang dimaksud oleh pembuat kalimat.

1.2 Rumusan Masalah

Dari deskripsi tentang latar belakang masalah di atas, masalah penelitian ini bisa dirumuskan sebagai berikut.

1. Bagaimana kendala pembuatan kalimat Bahasa Inggris yang dihadapi oleh pembelajar Bahasa Inggris di Jurusan Akuntansi Politeknik Negeri Malang bisa diatasi.
2. Bagaimana *Grammartical Drill* dapat diterapkan secara efektif kepada mahasiswa sehingga mereka bisa membuat kalimat Bahasa Inggris dengan benar.

1.3 Batasan Masalah

Batasan masalah dalam penelitian ini adalah sebagai berikut:

1. Aspek-aspek yang akan di *drill* dalam penelitian ini adalah *tujuhtenses* yang sering digunakan di dalam penulisan kalimat Bahasa Inggris. *Tenses* yang akan di *drill* adalah *Simple Present Tense, Present Continuous Tense, Simple Past Tense, Past Continuous Tense, Present Pereflect Tense, Present Perfect Continuous Tense, dan Future Perfect Tense*.
2. Penelitian ini akan berlangsung selama tujuh bulan, mulai April 2018 s.d November 2018.

1.4 Tujuan Penelitian

Secara singkat, tujuan penelitian ini bisa dideskripsikan sebagai berikut ...

1. Untuk memetakan jumlah pembelajar Bahasa Inggris yang mengalami kendala dalam pembuatan kalimat Bahasa Inggris.

2. Untuk mengetahui seberapa efektifkah strategi pembelajaran *Grammatical Drill* untuk mengatasi masalah yang dihadapi oleh pembelajar Bahasa Inggris dalam pembuatan kalimat Bahasa Inggris.

3. Untuk mengetahui apakah strategi pembelajaran ini efektif untuk mengatasi masalah yang dihadapi oleh mahasiswa di semester enam di Program Studi Akuntansi Manajemen, Politeknik Negeri Malang.

1.5 Manfaat Penelitian

Karena penelitian ini adalah Penelitian Tindakan Kelas (*Classroom Action Research*), tujuan utamanya adalah agar strategi ini bisa mengatasi kendala yang dihadapi oleh para mahasiswa di semester tujuh di Jurusan Akuntansi Manajemen, Politeknik Negeri Malang dalam membuat kalimat Bahasa Inggris dengan benar. Dengan harapan bahwa strategi mengajar ini akan berhasil, manfaat berikutnya adalah bahwa para lulusan Politeknik Negeri Malang akan lebih kompetitif di pasar tenaga kerja, baik di dalam negeri maupun di luar negeri karena mereka dibekali dengan kompetensi Bahasa Inggris yang memadai.

2.1 Penelitian Terdahulu

Belinda Ho menyatakan bahwa "*The process approach of writing by using L2 benefits the students workable and effective in improving and developing students' writing skill* (Ho, 2016, p:4). Dalam penelitiannya Ho menemukan bahwa pemberian latihan dalam bahasa target (L2) secara rutin dalam kurun waktu tertentu akan lebih memberi manfaat dalam mengembangkan kemampuan menulis siswa. Obyek penelitian Ho adalah siswa sekolah dasar di Hong Kong. Hong Kong memang tidak sama dengan Indonesia dalam hal kultur dan bahasa. Di Hong Kong yang pernah disewa oleh Inggris dari China selama 80 tahun, Bahasa Inggris adalah bahasa kedua. Bahkan dalam kurun waktu 80 tahun masa sewa oleh Inggris, Bahasa Inggris sudah menjadi bahasa utama. Dalam kurun waktu tersebut, mau tidak mau, penduduk Hong Kong harus bersinggungan dengan kultur Inggris, termasuk Bahasa Inggris di dalamnya. Tentu saja strategi mengajar menulis di dalam Bahasa Inggris tidak sama dengan yang dilakukan oleh guru-guru Bahasa Inggris di Indonesia. Tetapi *process approach* tampaknya tidak

menyangkut bahasa kedua atau bahasa utama. Pendekatan itu lebih kepada strategi dalam melatih siswa agar bisa menulis. Dalam strategi yang dilakukan oleh Ho, hasil akhir bukan yang menjadi tujuan utama. Proses untuk menjadi produk/ karya tulislah yang lebih dipentingkan.

2.2 Pengertian *Grammatical Drill*

Drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard (BBC.teachingenglish,2018). *Grammatical Drill* adalah strategi mengajar yang didasarkan pada pengulangan fungsi dan struktur kalimat Bahasa Inggris. Schäffner (2002) menyatakan bahwa metode mengajar Bahasa Inggris dengan terjemahan memberi keuntungan sebagai berikut "(a) improve verbal ability, (b) expand the students' vocabulary in L2, (c) develop their style, (d) improve their understanding of how languages work, (e) consolidate L2 structures for active use, and (f) monitor and improve the comprehension of L2" (p. 125). *Grammar-Translation Method* lama hanya difokuskan pada penterjemahan teks dari bahasa ibu (L1) ke dalam bahasa target (L2) saja. Pembelajar tidak memperoleh kesempatan untuk membentuk kalimat mereka sendiri. Dalam *Grammatical Drill*, peneliti memberikan materi berupa pembahasan fungsi *tenses* dan struktur kalimat yang digunakan dalam *tenses-tenses* yang dibahas. Setelah materi-materi tersebut dikuasai oleh mahasiswa, latihan-latihan diberikan secara bertahap kepada mahasiswa dengan memberikan teks di dalam bahasa Indonesia (L1) untuk diterjemahkan ke dalam Bahasa Inggris (L2). Setelah tugas dikumpulkan dan dikoreksi oleh pengajar yang bersangkutan atau kolaboratornya, kepada mahasiswa ditunjukkan bagian-bagian yang salah di dalam pekerjaan mereka. Di dalam tahap ini pengajar/ peneliti membahasa *tenses* dan struktur kalimat yang seharusnya digunakan. Proses seperti ini dilakukan selama delapan kali pertemuan. Semua pekerjaan mahasiswa dicatat dan dikumpulkan menjadi porto folio dan digunakan sebagai bahan evaluasi. Setelah delapan kali pertemuan, mahasiswa diberi latihan terakhir untuk mengetahui apakah strategi yang digunakan efektif atau tidak. Materi latihan terakhir mencakup semua materi *tenses* dan struktur kalimat yang sudah dibahas.

3.1 Fokus Riset

Penelitian difokuskan pada pemakaian tujuh *tenses* yang sering digunakan di dalam percakapan yaitu *Simple Present Tense, Present Continuous Tense, Simple Past Tense, Past Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, dan Future Perfect Tense*. Penelitian ini, seperti Penelitian Tindakan Kelas pada umumnya, akan mengikuti prosedur seperti berikut ini.

Strategi pembelajaran untuk mengatasi kendala mahasiswa dalam membuat kalimat Bahasa Inggris di dalam penelitian ini disebut *Grammatical Drill*. Strategi ini difokuskan pada latihan-latihan menterjemahkan kalimat Bahasa Indonesia kedalam Bahasa Inggris. Latihan-latihan diberikan setelah pola kalimat dalam *tenses* dibahas. Strategi ini diharapkan bisa mengatasi kendala mahasiswa dalam membuat kalimat Bahasa Inggris. Dengan pemakaian fungsi *tenses* dan struktur kalimat yang benar, pesan-pesan yang akan disampaikan oleh penulis/ pembicara akan sesuai dengan pikirannya, tidak bias. Kemampuan membuat kalimat perlu dilatih karena bahasa adalah suatu ketrampilan. Tanpa latihan, kemampuan menulis/ berbicara tidak akan berkembang. Hal ini dialami oleh banyak mahasiswa di Jurusan Akuntansi Politeknik Negeri Malang yang akan menulis Tugas Akhir/ skripsi. Kemungkinan ketidakmampuan menulis dengan baik ini juga terjadi di banyak wilayah di Indonesia. Hadriana (2008, p:46-46) menyatakan bahwa ...

- a) siswa mengalami kesulitan dalam menuangkan ide atau gagasan yang sudah mereka punyai kedalam bentuk tulisan yang baik dan benar
- b) kalimat-kalimat yang dibuat oleh siswa dipenuhi oleh kesalahan-kesalahan tentang tata bahasa
- c) pilihan kosa kata (*choice of words*) yang belum tepat

Merujuk pada hasil penelitian di atas, kemampuan menulis memang harus dilatih karena menulis memang tidak mudah. Heinkel (2004, p:6) menyatakan bahwa "*learning to write in L2 is fundamentally different from learning to write in L1*".

3.2 Tempat Penelitian

Penelitian Tindakan Kelas (*Classroom Action Research*) adalah penelitian yang lingkungannya terbatas pada kelas yang digunakan sebagai populasi. Hasil penelitian biasanya tidak bisa diimplementasikan di kelas paralel lain. Hasil penelitian bisa diimplementasikan di kelas lain apabila beberapa syarat terpenuhi. Misalnya: kondisi kesehatan populasi relative sama, fasilitas kelas relatif sama, kemampuan populasi relatif sama, atau kondisi emosi pengajar relative sama. Menimbang pentingnya kompetensi berbahasa Inggris bagi mahasiswa di Jurusan Akuntansi Manajemen, Politeknik Negeri Malang, penelitian dilakukan di Jurusan Akuntansi Politeknik Negeri Malang pada semester enam. Pertimbangan kenapa penelitian dilakukan pada semester enam adalah karena semester enam adalah semester terakhir mahasiswa memperoleh mata kuliah Bahasa Inggris.

3.3 Populasi dan Sampling

Populasi dalam penelitian ini adalah mahasiswa semester enam di program studi D4 Akuntansi Manajemen. Mahasiswa semester enam dipilih karena mereka sudah dekat dengan waktu waktu kelulusan. Kemampuan menulis kalimat Bahasa Inggris yang baik selain akan berguna dalam penulisan abstrak bahasa Inggris juga akan berguna bagi mahasiswa setelah mereka lulus ketika mereka menghadapi wawancara pekerjaan. Sample diambil tiga puluh mahasiswa dari kelas 3G/ D4, Akuntansi Manajemen.

3.4 Variabel-variabel Dalam Penelitian dan Definisi Operasional

3.4.1 Variabel

Variabel yang digunakan dalam penelitian ini adalah data kemampuan menulis mahasiswa yang diperoleh dari *preliminary study* (sebelum mahasiswa diberi perlakuan dengan *Grammatical Drill*, data dalam porto folio, dan data kemampuan menulis mahasiswa setelah diberi perlakuan dengan *Grammatical Drill*.

3.4.2 Definisi Operasional

Untuk menghindari kesalahan persepsi tentang istilah-istilah yang digunakan di dalam

penelitian ini, istilah-istilah tersebut dijelaskan secara singkat di bawah ini.

1. Grammatical Drill

Grammatical Drill adalah strategi mengajar berdasarkan pada pengulangan-pengulangan fungsi *tenses* dan strukturnya. Strategi pembelajaran ini tidak terkait dengan penulisan skripsi mahasiswa. Strategi pembelajaran ini difokuskan pada pembuatan kalimat-kalimat yang digunakan dalam percakapan sehari-hari. Aspek-aspek bahasa lain seperti kesalahan dalam pemakaian *preposition, diction*, pemilihan kosa kata tidak dibahas di dalam penelitian ini.

2. Preliminary Study

Preliminary study adalah tahapan dimana peneliti memberi tugas menulis kepada mahasiswa sebelum mahasiswa diberi perlakuan dengan strategi mengajar *Grammatical Drill* yang akan dicobakan.

3. Porto folio (*port pholio*)

Porto Folio adalah data tentang hasil pekerjaan mahasiswa yang dikumpulkan oleh peneliti selama kurun waktu tertentu.

4. Observation Sheet

Observation sheet adalah lembar observasi untuk memperoleh informasi tentang problem nyata yang dihadapi oleh mahasiswa.

3.5 Data-data dalam Penelitian

Data yang digunakan dalam penelitian ini diperoleh dari *preliminary study*. *Preliminary study* adalah melakukan pengamatan atas masalah yang dihadapi oleh mahasiswa yang dijadikan sampel. *Preliminary study* dilakukan dengan memberikan tugas *pre-writing*. Observasi kelas dilakukan untuk memperoleh data yang sudah terkumpul selama semester sebelumnya, hasil wawancara dengan dosen Bahasa Inggris di kelas lain, dan porto folio pekerjaan mahasiswa yang sudah diarsipkan oleh dosen pengampu. Data lain dikumpulkan dalam Siklus 1 dan Siklus 2.

Data dalam Preliminary Study

No	Nama mahasiswa	Skor	Pred.
1	Alvin K	53	Ckp
2	Anggi O	27	S K
3	Astri P	20	S K
4	Cokorda A	20	S K
5	Dewi R	40	S K
6	Diyah N	20	S K

No	Nama mahasiswa	Skor	Pred.
7	Eva J	20	S K
8	Hanif S	53	S K
9	Intan A	20	S K
10	Irfan M	20	S K
11	Irtiko F	20	S K
12	Lailatul M	27	S K
13	Lingga	20	S K
14	Mardika I	20	S K
15	Melva S	20	S K
16	Mia R	20	S K
17	Naomi A	20	S K
18	Naufal E	20	S K
19	Nofia V	20	S K
20	Nur S	20	S K
21	Qonita R	33	S K
22	Rahajeng	20	S K
23	Rahma K	33	S K
24	Rezita S	20	S K
25	Sasa A	20	S K
26	Sevilla I	20	S K
27	Sigit A	20	S K
28	Sofi M	20	S K
29	Syalvyana	20	S K
30	Tarianty P	20	S K
31	Wildanu E	20	S K
	Rerata	24,065	SK

100 = Sempurna (S) 74-99 = Sangat Baik (SB) 66-73 = Baik (B) 50-65 = Cukup (C) 40-49 = Kurang (K) < 40 = Sangat Kurang (SK) Skor adalah nilai gabungan antara *tenses* dan pilihan kata.

Penilai

Drs. Sigit Budisantoso, M Pd

Data dalam Siklus 1

No	Nama mahasiswa	Skor	Predikat
1	Alvin K	81	SB
2	Anggi O	67	B
3	Astri P	x	X
4	Cokorda A	39	SK
5	Dewi R	78	SB
6	Diyah N	25	SK
7	Eva J	39	SK
8	Hanif S	78	SB
9	Intan A	44	K
10	Irfan M	50	C
11	Irtiko F	56	C
12	Lailatul M	78	SB
13	Lingga F	61	C

14	Mardika I	30	SK
15	Melva S	33	SK
16	Mia R	25	SK
17	Naomi A	25	SK
18	Naufal E	61	C
19	Nofia V	67	Baik
20	Nur S	25	SK
21	Qonita R	89	SB
22	Rahajeng	50	C
23	Rahma K	78	SB
24	Rezita S	25	SK
25	Sasa A	100	S
26	Sevilla I	x	x
27	Sigit A	44	K
28	Sofi M	61	C
29	Syalvyana	25	SK
30	Tarianty P	72	B
31	Wildanu E	50	C
	Rerata	53,66	

Skor 100 = sempurna. Skor 74-99= sangat baik
 Skor 66-73= baik Skor 50-65= cukup. Skor 40-49= kurang Skor kurang dari 40 = sangat kurang.
 Skor adalah nilai gabungan antara tenses dan pilihan kata.

Data dalam Siklus 2

No	Nama mahasiswa	Skor	Pred.
1	Alvin K	100	S
2	Anggi O	100	S
3	Astri P	80	SB
4	Cokorda A	69	B
5	Dewi R	96	SSB
6	Diyah N	51	C
7	Eva J	69	B
8	Hanif S	100	S
9	Intan A	89	SB
10	Irfan M	76	SB
11	Irtiko F	78	SB
12	Lailatul M	80	SB
13	Lingga F	58	C
14	Mardika I	100	S
15	Melva S	78	SB
16	Mia R	40	K
17	Naomi A	56	C
18	Naufal E	87	SB
19	Nofia V	78	SB
20	Nur S	42	K
21	Qonita R	100	S
22	Rahajeng	78	SB

23	Rahma K	90	SB
24	Rezita S	84	SB
25	Sasa A	x	x
26	Sevilla I	100	S
27	Sigit A	78	SB
28	Sofi M	90	SB
29	Syalvyana	76	B
30	Tarianty P	86	SB
31	Wildanu E	67	B
	Rerata	78,73	SB

Skor 100 = sempurna. 90-99 = Sangat sangat baik (SSB) Skor 74-89= sangat baik Skor 66-73= baik
 Skor 50-65= cukup. Skor 40-49= kurang Skor kurang dari 40 = sangat kurang. Skor adalah nilai gabungan antara tenses dan pilihan kata.

Data dari Porto Folio

Data dari porto folio adalah kumpulan skor hasil dari Nilai Ujian Akhir Semester.

No	Nama	N1	N2	Nr	Rer.	Pred
1	Alvin K	77,0	84,0	80,5	80,5	SB
2	Anggi O	77,0	84,0	80,5	80,5	SB
3	Astri P	30,0	60,0	45,0	45	K
4	Cokorda	30,0	60,0	45,0	45	K
5	Dewi R	77,0	86,0	81,5	81,5	SB
6	Diyah N	40,0	45,0	42,5	42,5	K
7	Eva J	40,0	45,0	42,5	42,5	K
8	Hanif S	77,0	83,0	80,0	80	SB
9	Intan A	40,0	45,0	42,5	42,5	K
10	Irfan M	40,0	46,0	43,0	43	K
11	Irtiko F	50,0	75,0	62,5	62,5	C
12	Lailatul M	77,0	67,0	72,0	72	B
13	Lingga F	56,0	46,0	51,0	51	C
14	Mardika	67,0	58,0	62,5	62,5	C
15	Melva S	45,0	42,0	43,5	43,5	K
16	Mia R	40,0	40,0	40,0	40	K
17	Naomi A	40,0	45,0	42,5	42,5	K
18	Naufal E	67,0	58,0	62,5	62,5	C
19	Nofia V	56,0	83,0	69,5	69,5	B
20	Nur S	40,0	45,0	42,5	42,5	K
21	Qonita R	67,0	86,0	76,5	76,5	B
22	Rahajeng	46,0	50,0	48,0	48	K
23	Rahma K	67,0	83,0	75,0	75	B
24	Rezita S	56,0	52,0	54,0	54	C
25	Sasa A	40,0	45,0	42,5	42,5	K
26	Sevilla I	92,0	86,0	89,0	89	SB

No	Nama	N1	N2	Nr	Rer.	Pred
27	Sigit A	77,0	50,0	63,5	63,5	C
28	Sofi M	56,0	86,0	71,0	71	B
29	Syalvyana	40,0	45,0	42,5	42,5	K
30	Tarianty	77,0	86,0	81,5	81,5	SB
31	Wildanu E	40,0	45,0	42,5	42,5	K

Catatan

N1 = Nilai 1 N2= Nilai 2 N3= Nilai3

3.6 Teknik Pengumpulan Data

Data dikumpulkan melalui beberapa cara.

3.6.1 Melalui *preliminary study*. Dalam tahap ini peneliti memberi tes tulis kepada mahasiswa yang dijadikan populasi untuk mengidentifikasi kompetensi mahasiswa.

Translate the sentences below into English.

This exercise is used to detect how well you can use tenses in your sentences. You have 60 inutes to do this assignment.

No	A	B
1	Ayah pergi ke kantor naik sepeda motor.	Tiga hari yang lalu, Ben mengunjungi kami.
2	Kami sudah menyerahkan pekerjaan kami.	Pukul 6.30 besuk pagi, kita mungkin sudah sampai Jakarta.
3	Bos sedang rapat dengan semua manager di ruang 6A.	Sebagian besar orang Indonesia makan nasi.
4	Bulan yang lalu, aku menunggak angsuran bulanan untuk sepeda motorku.	Ketika kami datang, Dita sedang memproses dokumen kami
5	Pembicara dari Jogja sudah datang.	Aku sudah tinggal di kota ini selama 12 tahun.
6	Jeff sedang mengisi slip pengambilan ketika aku masuk.	Bulan Juni yang akan datang, kami akan pergi ke Jakarta.

No	A	B
7	Dulu, ayah Mirna bekerja di bursa efek.	Pagi ini aku datang terlambat.
8	Pembicara utama seharusnya sudah datang pukul 9.	Ikan paus bernapas dengan paru-paru.
9	Minggu yang lalu, aku menutup rekeningku di bank Diamond.	Lalu lintas di Jakarta selalu macet sepanjang hari.
10	Ayah tidak merokok.	Dulu, kami biasa main sepak bola di lapangan ini.
11	Kami dulu sering lari pagi di sekeliling alun-alun kota.	Kota ini tetap bersih dan udaranya tetap segar.
12	Tiga bulan lagi, kakak laki-lakiku akan menikah.	Tika sedang menyiapkan makan malam di dapur.
13	Kakakku seharusnya sudah menyelesaikan kuliahnya semester yang lalu.	Biasanya, Mr Philips datang sebelum pukul 7.
14	Kereta api dari Jakarta sudah memasuki stasiun.	Ketika kami mengetuk pintu kantornya, Mr Williams sedang memeriksa pekerjaan kami.
15	Kita sudah harus menyerahkan pekerjaan kita sebelum pukul 12 hari ini.	Aku pergi ke kampus naik sepeda motor.

3.6.2 Melalui tugas untuk menterjemahkan teks pendek dari Bahasa Indonesia ke dalam Bahasa Inggris dalam Siklus 1

3.6.3 Melalui tugas untuk menterjemahkan teks pendek dari Bahasa Indonesia ke dalam Bahasa Inggris dalam Siklus 2

3.6.4 Menggunakan porto folio.

Porto folio adalah hasil kerja mahasiswa yang direkam oleh dosen/ peneliti yang bersangkutan.

Contoh kesalahan-kesalahan yang dibuat oleh mahasiswa dalam porto folio

- a. When I come Susi neating her bed.
- b. Ben always imitate the work of friends.
- c. I was fiinish my thesis.
- d. Father is go to work.
- e. Next three days, Susi is going to married.
- f. Jeff has been presented his paper for more than an hour.
- g. Helmi was lived in German for 8 years.
- h. Yetty when package come, we all have dinner.

Tahap berikutnya adalah memberi perlakuan dengan mengimplementasikan Strategi *Grammatical Drill* di dalam kelas yang dijadikan populasi. Perlakuan dilakukan sebanyak 4-8 kali. Hasil dari perlakuan (implementasi strategi) ini dicatat kemudian diamati perkembangannya dari setiap siklus.

3.7 Analisis Data

Data yang diperoleh dalam *preliminary study*, porto folio (*port pholio*), dan lembar observasi (*observation sheet*) dibandingkan dengan hasil yang diperoleh mahasiswa setelah diberi perlakuan dengan *Grammatical Drill*. Dari analisis atas *preliminary study*, porto folio, dan lembar observasi dibandingkan dengan hasil kerja mahasiswa setelah diberi perlakuan dengan *Grammatical Drill* akan diketahui apakah strategi mengajar yang direncanakan efektif untuk mengatasi kendala yang dihadapi oleh mahasiswa atau tidak. Agar memperoleh hasil yang leboh obyektif, analisis data dilakukan oleh dua orang. Penilai pertama disebut *Rater 1* (penilai pertama). Penilai kedua disebut *Rater 2* (penilai kedua). Pemakaian dua penilai juga untuk mengetahui apakah ada selisih hasil yang terlalu besar atau tidak dalam memberikan penilaian. Apabila ada penyimpangan hasil yang terlalu besar berarti hasil tersebut tidak valid atau harus diadakan evaluasi ulang atas tahap-tahap yang dilalui dalam pengumpulan data. Kesalahan evaluasi di dalam suatu tahap juga bisa mempengaruhi hasil.

3.8 Kriteria Keberhasilan

Penelitian dianggap berhasil apabila minimal 60% dari jumlah sampel bisa membuat kalimat bahasa Inggris dengan menggunakan tujuhtenses (*Simple Present Tense, Present Continuous Tense, Simple Past Tense, Past*

Continuous Tense, Present Perfect Tense, Present Perefct Continuous Tense, dan Future Perfect Tense) secara benar berdasarkan fungsi dan strukturnya. Aspek Bahasa Inggris lain seperti kesalahan pemakaian *preposition* (kata depan), diksi, kesalahan dalam *degrees of comparisons* (perbandingan derajat) tidak menjadi indikator keberhasilan. Penelitian ini juga tidak berhubungan dengan kemampuan membuat kalimat dalam sebuah komposisi maupun karya tulis ilmiah. Penelitian ini hanya difokuskan pada kemampuan mahasiswa dalam membuat kalimat Bahasa Inggris berdasarkan fungsi ketujuh *tenses* yang dibahas dan struktur kalimat dari ketujuh *tenses* tersebut.

3.9 Hasil penelitian

Dengan mengamati tabel nilai-nilai yang ada mulai dari Preliminary Study, Siklus 1 dan Siklus 2, kita bisa melihat bahwa mahasiswa mengalami peningkatan yang signifikan dalam pemakaian *tenses* untuk membuat kalimat Bahasa Inggris. Dari target capaian 60% yang direncanakan bahwa mahasiswa bisa menggunakan *tenses* untuk menulis kalimat Bahasa Inggris dengan benar **BISA DICAPAI**.

3.10 Daftar capaian

Berdasarkan nilai-nilai dalam tabel Siklus 1, sejumlah 16 dari 31 mahasiswa mempunyai predikat bisa menulis kalimat Bahasa Inggris. Itu artinya 51,61% dari semua responden bisa menggunakan *tenses* untuk menulis kalimat Bahasa Inggris dengan benar.

Berdasarkan nilai-nilai dalam tabel Siklus 2, sejumlah 28 dari 31 mahasiswa mempunyai predikat bisa menulis kalimat Bahasa Inggris. Itu artinya 90,32% dari semua responden bisa menggunakan *tenses* untuk menulis kalimat Bahasa Inggris dengan benar.

Dengan membandingkan semua skor yang ada di dalam Siklus 1 dan Siklus 2, kita bisa menyimpulkan bahwa strategi pembelajaran **Grammatical Drill Untuk Meningkatkan Kemampuan Membuat Kalimat Bahasa Inggris Bagi Mahasiswa Jurusan Akuntansi Politeknik Negeri Malang** berhasil mencapai target yang direncanakan oleh peneliti.

4.1 Simpulan

Dengan mengamati tabel nilai-nilai yang ada mulai dari Preliminary Study, Siklus 1 dan Siklus 2, kita bisa melihat bahwa mahasiswa mengalami peningkatan yang signifikan dalam pemakaian *tenses* untuk membuat kalimat Bahasa Inggris. Dari target capaian 60% yang direncanakan bahwa mahasiswa bisa menggunakan *tenses* untuk menulis kalimat Bahasa Inggris dengan benar, kita bisa menyimpulkan bahwa target **BISA DICAPAI**.

4.2 Daftar capaian

Berdasarkan nilai-nilai dalam tabel Siklus 1, sejumlah 16 dari 31 mahasiswa mempunyai predikat bisa menulis kalimat Bahasa Inggris. Itu artinya 51,61% dari semua responden bisa menggunakan *tenses* untuk menulis kalimat Bahasa Inggris dengan benar.

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Dengan membandingkan semua skor yang ada di dalam Siklus 1 dan Siklus 2, kita bisa menyimpulkan bahwa strategi pembelajaran **Grammatical Drill Untuk Meningkatkan Kemampuan Membuat Kalimat Bahasa Inggris Bagi Mahasiswa Jurusan Akuntansi Politeknik Negeri Malang** berhasil mencapai target yang direncanakan oleh peneliti. Bahkan jauh melebihi target yang direncanakan.

4.3 Saran

Dengan melihat hasil yang dicapai pada penelitian ini, peneliti berharap bahwa ...

- a. Para pengajar Bahasa Inggris bisa menggunakan strategi pembelajaran ini untuk membantu meningkatkan kemampuan mahasiswa dalam menggunakan *tenses* untuk membuat kalimat bahasa Inggris
- b. Pengajar Bahasa Inggris di Jurusan Akuntansi, lebih luas lagi pengajar-pengajar Bahasa Inggris di semua Jurusan di Politeknik Negeri Malang, bisa menggunakan strategi pembelajaran ini untuk meningkatkan kompetensi Bahasa Inggris mahasiswa
- c. Untuk bisa mengaplikasikan strategi mengajar ini memang diperlukan waktu agak

lama karena pengajar harus memeriksa pekerjaan mahasiswa, mengevaluasi, dan mempersiapkan teks untuk latihan.

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NON-OBSERVANCE OF COOPERATIVE PRINCIPLES IN SPONGEBOB SQUAREPANTS' EPISODE "HOME SWEET PINEAPPLE"

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Abstract

This article attempts to seek out the non-observance of cooperative principles in animated series *SpongeBob SquarePants* episode 'Home Sweet Pineapple'. The objects of the study is the spoken utterances by all the characters. The study applied linguistic and descriptive qualitative design as proposed by Sudaryanto (1993), Moleong (2004), Dorney (2007), and Lodico (2010). Note-taking technique is used in the data collection process. In the data analysis, the researcher employed the notion of non-observance of cooperative principles as proposed by Grice (1975), Thomas (1995), Cruse (2000), Grundy (2000), and Cutting (2002). The study results in three findings. Firstly, there are three kinds of non-observances of all four maxims: infringement, flout, and violation of four maxims. Next, Squidward tends to violate the maxims, whereas *SpongeBob* and *Patrick* tends to flout the maxims. Finally, the non-observance of the cooperative principles are successful in creating the humorous effect to the viewers.

Keywords: pragmatics, cooperative principles, non-observance, humor

I. Introduction

A conversation naturally does not occur in a vacuum. In order to be successful, the participants must follow such written or unwritten convention. This guidance is more or less influenced by the sociocultural aspects around. In pragmatics or study of meaning in context, this convention or rule is known as cooperative principles. Grices (1975) claims that regardless its situational and sociocultural background, every acceptable conversation is guided by basic cooperative principles. Those principles are then divided into sub-principles, called as maxims (Yule, 1996: 37). Each of those maxims is again divided into sub-maxims (Yule, 1996; Cruse, 2000; Grundy, 2000; Cutting, 2002).

1. Maxims of quantity, deals with the amount of information presented:
 - a. Make your contribution as informative as is required for the current purposes of the talk exchange in which you are engaged.

- b. Do not make your contribution more informative than is required.
2. Maxims of quality, deals with the truth-telling:
 - a. Do not say what you believe to be false.
 - b. Do not say that for which you lack adequate evidence.
3. Maxims of relation, concerns on the relevance between statements:

Be relevant.
4. Maxims of manner, concerns on the way of expressing the statement:
 - a. Avoid obscurity.
 - b. Avoid ambiguity.
 - c. Avoid unnecessary prolixity.
 - d. Be orderly.

(Grice, 1975; Yule, 1996; Grundy, 2000; Cruse, 2000)

Those mentioned maxims and sub-maxims in cooperative principles are not treated as rigid as syntactical rules. Those cooperative principles

are more like guidelines. In the real natural conversation, there is always potential attempt to break the maxims unintentionally or intentionally. Several types of maxim non-observances are clash, infringement, opt out, flout, and violation (Thomas, 1995; Yule, 1996; Grundy, 2000; Cruse, 2000).

Clash of maxim occurs when one maxim is violated in order that the other is fulfilled. Thus, a maxim clashes another maxim. Next maxim non-observance is infringement. A speaker infringing the maxims fails to observe the maxims as a result of imperfect linguistic performance (Cruse, 2000: 357). It can happen because of being child or foreigner learner, impaired performance (nervousness, drunkenness, and excitement), cognitive impairment. Following type of non-observance of maxim is opting out the maxims. A speaker opts out the maxims as a result of the unnecessary circumstance, i.e. legal and ethical reason (Thomas, 1995: 74; Cutting, 2002:41).

Next non-observance is flouting the maxims. When flouting, the speaker does not seemingly follow the maxims. Nonetheless, he expects the hearer to appreciate the meaning implied (Cruse, 2000: 360; Cutting, 2002: 37). The last non-observance is violation of the maxims. When violating, the speaker knows that the hearer will not know the truth and will only understand the surface meaning of the utterances. This non-observance includes insincerity, irrelevance, ambiguity, and deceivance (Thomas in Cutting, 2002: 40). All of the violations are deliberately performed by the speaker; thus, speaker intention is the key point.

All those non-observances of cooperative principles, particularly maxim flout, lead to the meaning implied by the speaker since it is unsaid. Therefore, the implicature can also arise through this pragmatic phenomenon (Cruse, 2000: 357; Grundy, 2000: 75).

SpongeBob SquarePants is an American animated television series. Created by marine biologist and animator Stephen Hillenburg, it is broadcast on Nickelodeon, an American cable network. Since its debut on May 1, 1999, the series has aired over 188 episodes and is currently in its ninth season, which premiered on July 21, 2012. The series follows the adventures of the title character and his various friends in the fictional underwater city of Bikini Bottom

(<http://spongebob.wikia.com>). This animated cartoon is basically comedy for kids despite its controversies. It has been widely translated, dubbed, and aired outside the U.S. In Indonesia, SpongeBob SquarePants has been aired through two national private TV stations since 2003 (id.wikipedia.org/wiki/SpongeBob_SquarePants).

When watching the serial, the researcher found many of the utterances employed by the characters are not in line with the communicative principles. An example of them are presented in the thickened utterance in dialog below.

SpongeBob : [goes and gets a banana] A banana peeled to your liking, your incorporealness. [squeezes it into Squidward's mouth.

[Patrick comes back with a watermelon and drops it into Squidward's mouth!]

Patrick : **One watermelon fresh from the manure field, your spookiness.**

[Squidward falls down and stands up with a watermelon head]

(Squidward The Unfriendly Ghost/ Scene 3)

As shown in the dialog character Patrick does not obey the cooperative principles. He directly repeats what SpongeBob has done. However, it is not what the Squidward expects to. From this situation, the flout of the maxim of cooperative principles apparently emerges. The pragmatic phenomena particularly the non-observance of cooperative principles are quite common in comedy serial. The director or the creator intentionally inserts these maxim exploitation to raise the humor. The different interpretation of speaker implied meaning by the interlocutor of course cause funny situation for the viewer (www.pragmaticshumor.net).

Therefore, this paper attempts to investigate the pragmatic phenomena of non-observance of cooperative principles. It explores the types of maxim non-observances and their relation with the humor portrayed inside. The episode to be investigated entitles 'Home Sweet Pineapple' (episode 5b, season one), firstly aired on August 14, 1999. In Indonesian version, this episode is very popular and still repeatedly aired up to recent day.

Another similar research has been conducted by Tsojon and Jonah (2016) entitled

'An Analysis of the Pragmatic Implicatures of Selected Advert Billboards around Jos Metropolis in Terms of Grice (1975) Maxims of Cooperative Principle'. Through descriptive qualitative study they seek out the types of non-observance occurring in several advertisement billboards. Based on the discovered type of cooperative principle non-observance, it is revealed that the writers' or corporations' intentions are primarily on the delivery of brevity and communicativeness. These factors are said to be common in advertisement.

II. Research Methods

This paper employed descriptive qualitative approach since it concerns with non-numerical data which is in the form of transcribed utterances (Dorney, 2007). In line with the principles of qualitative research, the primary instrument in this research is human instrument: the researcher. It is the researcher himself, who determines the scenario of the research (Moleong, 2004: 168; Lodico, Spaulding, and Voegtle, 2010). Purposive sampling was implemented since the analysis does not really rely on the numbers of the data. Instead, the linguistic analysis depends on the types of the data (Sudaryanto, 1993: 7).

In the data collection, the researcher applied note-taking technique (Sudaryanto, 1993: 133) and the data was presented informally (Sudaryanto, 1993: 145). It consists of several steps. Firstly, the researcher watched the episode in Youtube.com. Secondly, the researcher accessed and gained the transcript from spongebob.wikia.com/wiki/Home_Sweet_Pineapple. Thirdly, to make the analysis easier, the researcher divided the transcript into some scenes in accordance with the video. Fourthly, the researcher conducted the qualitative analysis in each scene based on the Grice's (1975), Thomas (1995), Cruse's (2000), Grundy's (2000), and Cutting's (2002). Fifthly, the researcher drew the conclusion based on the findings and discussions.

III. Findings and Discussions

a. Scene 1

[SpongeBob's bed begins to shrink as he wakes up]

SpongeBob : **Hooray, Gary! We're finally huge! (a)**

Gary : Meow.

SpongeBob : Huh? Wait a minute! Oh no!
[squeezes through the door as he tries to get to the phone. Gary gets stuck in the door]

Gary : Meow!

SpongeBob : Shell phone! I know, I'll call Squidward. He'll know what to do!

Squidward : [on the other line] Hello?

SpongeBob : Squidward!

Squidward : **Is it time already for you to ruin my day? (b)**

SpongeBob : [as he talks to Squidward, his voice gets higher and higher and starts talking gibberish and fast until the phone completely disappears]
Squidward! Help me! My house is shrinking and I woke up this morning and it was getting smaller...oh no!

Squidward : **Yep, it is. (c)**

By using statement (a) SpongeBob shouts to Gary that they are getting bigger. He, of course exaggerates, since in fact their house is getting smaller. This exaggerating expression is a kind of hyperbole. The hyperbole itself is a nonobservance of maxim of quantity on account of the fact that SpongeBob's expression is on the contrary to the reality.

Next, by using utterance (b), Squidward intentionally tries to avoid SpongeBob. He does not want SpongeBob to ruin his day. Thus he expresses rhetorical interrogative statement. This statement has no relevance with the SpongeBob's expression of greeting 'Squidward!' This non-relevant relationship of course does not observe maxim of relation.

b. Scene 2

Squidward : What's going on here?

SpongeBob : I've got bad news, guys! Look at what happened to my house! It's gone! It's all gone. What am I going to do? Where am I going to live?

Squidward : [excited] **Yeah... (a)**

Patrick : **Hey, SpongeBob, your house is gone! (b)**

- Squidward : **Well, what can I say?** [begins to shake SpongeBob's hand] **It's been great knowing you, SpongeBob. Good luck, somewhere else.** [walks back to his house] **I'm gonna miss you. Boo-hoo. Boo-hoo.** [party favors fly out Squidward's windows as he parties] **Boo-hoo! (c)** [starts to laugh]
- Patrick : **Squid's taking it real hard. (d)**
So what are you gonna do now?
- SpongeBob : I guess I'll have to move back with my mom and dad. [shown a picture of SpongeBob's parents smiling]
- Patrick : No, wait a minute, no you don't. [shown picture of SpongeBob's parents frowning] We can build you a new house!
- SpongeBob : We can't build a house!
- Patrick : **Well, sure, it's easy! (e)** I built my house all by myself! [antenna on Patrick's rock falls off]

In utterance (a) and (b) both Squidward and Patrick express irrelevant utterances in reply on SpongeBob's. When SpongeBob expressing his bad news it means he expects the sympathizing from his interlocutors. But, oppositely Squidward in (a) deliberately expresses his happiness. This of course violates maxim of relation and quality. In addition, the maxim of manner and quantity 'be brief' is also violated from Squidward's long, less informative utterances.

Similarly, Patrick does not seemingly express his sympathy in (b). Even, he has not realized what occurs to SpongeBob pineapple house. Even he expresses his surprise by his tag declarative statement. This can be classified as maxim infringement since Patrick is in his subconscious mind when uttering that expression.

Next in utterance (c), Squidward express his feeling to SpongeBob. Knowing Squidward statement is responded by Patrick through his statement (d) 'Squid's taking it real hard.' Patrick statement is an irony since it is in contrast to Squidward's no sad feeling. The irony is one of the ways of flouting the maxim of quality.

In utterance (e) Patrick expresses his ability in building his own house. However, simultaneously it is shown that the TV antenna in Patrick's rock house falls of. Thus Patrick's ability does not correspond to the reality. An antenna falling down from the roof of Patrick's rock house indicates Patrick's inability in the house building. Accordingly, by means of utterance (e), Patrick has flouted maxim of quality since it does not represent what he expects.

Humor of this scene is obviously built through the Squidward's responses (a) and (c) on bad news occurring to SpongeBob. The other humorous event is portrayed through Patrick's quality maxim flout in (d). Next combination of Patrick' statement (e) and picture of antenna falling off is a good funny event presented by the cartoonist. This humor is suitable especially for the young viewers to whom is the SpongeBob SquarePants serial intended.

c. Scene 3

- Patrick : We're done!
- SpongeBob : Yeah! So what do you think?
- Patrick : **I wish I lived there. (a)**
- SpongeBob : Really?
- Patrick : No.
[SpongeBob puts the small pineapple on his head]
- SpongeBob : **One bedroom. (b)** [nose sticks out through the door and the pineapple breaks into pieces]
- Patrick : Tartar sauce.

In thickened utterance (a) Patrick expresses his opinion on SpongeBob's new house they have been built. Here syntactically Patrick uses unreal conditional sentence. This implies he dislikes to live in SpongeBob's new house but he expresses it in ironic way. This irony, of course, flouts quality maxim. Next, SpongeBob's utterance (b) 'One bedroom' indicates that SpongeBob flouts maxim of quantity for he does not provide sufficient information whether he likes the new house or not. The implied meaning of this flout is that SpongeBob dislikes the house for it is too small to live in.

The humor in this scene is realized not only through the flout of quantity maxim but

also through the graphic appearance. The picture of the pineapple house is firstly presented in zooming out size; thus the viewer will not realize the original size. In a sudden, when SpongeBob and Patrick approach it, the original size of the house will be revealed, that it is very small. This strategy of humor is common in slapstick cartoon comedy.

d. Scene 4

Patrick [in his sleep] : **Spiders! Spiders!**

Spiders! (a) [lifts rock and starts smashing SpongeBob with it several times, he then goes back to sleep]

SpongeBob : No, Patrick, no, Patrick, no, Patrick, no, Patrick! Wake up! It's me, SpongeBob! [moves away from the rock a few feet and goes back to sleep]

Patrick : **SPIDERS! SPIDERS! (b)** [picks up his rock, runs over to SpongeBob, and smashes him repeatedly with the rock]

SpongeBob : No, no, no, no, no, no, no!
[Patrick goes back to sleep]

As shown in the thickened utterances, when sleeping, Patrick suddenly exclaims 'Spider! Spider! Spider!' then smashed SpongeBob. Patrick expresses these utterances in his sleeping. He is still in his dream encountering spider (Patrick is said to have arachnophobia or irrational fear of spiders). In this scene, thus, in terms of performance, the linguistic expressions employed by Patrick are imperfect since he is in his sub-consciousness. This means that Patrick infringes the cooperative on account of his linguistic impairment.

Of course, the purpose of maxim infringement in this scene is clearly to create humorous event. As already known by the viewer, Patrick and SpongeBob are both close neighbor and best friends. Therefore, it is quite impossible for Patrick to smash SpongeBob on and on as presented in this scene. Furthermore, under the sea it is impossible to find any spiders. Next other humorous case portrayed in this episode is that Patrick rock house is appeared to be

smaller than in previous episodes. This trivia appears when both SpongeBob and Patrick only uses the rock house like a blanket.

e. Scene 5

SpongeBob : [in Squidward's house, he stands next to Squidward, holding Gary, as Squidward sleeps, he taps Squidward's nose as he whispers] Squidward? Squidward?

Squidward : [sleepily] **H-h-huh? (a)**

SpongeBob : Squidward?

Squidward : [sleepily] **Huh? Wha-what? (b)**

SpongeBob : Squidward, could we stay here a couple of days or a month or two?

Squidward : [sleepily] **Yeah, yeah, wha-wha-whatever. (c)**

SpongeBob : Thanks. Thanks Squidward. [gets in bed with Squidward] Squidward, could you scoot over a little?

Squidward : [sleepily] **Hmm, yeah, sure. (d)** [scoots over to the side]

SpongeBob : While you're at it, could you get me a glass of water?

Squidward : [sleepily] **Hmmm, yeah, sure. (d)** [gets out of bed and walks off, then comes back with a glass of water]

SpongeBob : Yeah, this is a real swell place you got here. [Squidward hands SpongeBob the glass] Thanks, buddy.

Squidward : [sleepily] **Y-you're welcome. (e)** [SpongeBob drinks the water]

SpongeBob : Yeah, I like sleepovers.

Squidward : [sleepily] **Yeah. Me, too. (f)**

SpongeBob : Yep, this is great. Good night, Squidward.

Squidward : [yawns] **Good night, SpongeBob. (g)** [Squidward's eyes pop open. Squidward opens the door and SpongeBob and Gary walk out] [unhappy] Good night, SpongeBob.

In the dialog above Squidward subconsciously expresses his utterances replying SpongeBob's question. In this scene Squidward allows SpongeBob to sleep in his bed. It is an unusual event since usually Squidward does not allows SpongeBob and Patrick to enter his house. In this scene, thus,

the maxims is infringed because Squidward is in his linguistic performance impairment. Squidward is still half-asleep until he realizes what he has done and then casts SpongeBob and his snail, Gary, away.

Again, similar to that of scene 4 the purpose of this maxim infringement in scene 5 is to create humor. It is already known that Squidward feels uncomfortable with SpongeBob's and Patrick's behavior. Being so introverted, he dislikes them a lot and even forbids both of his neighbors approach Squidward's moai house. In this scene, to watch Squidward in his unconsciousness allows SpongeBob to enter his home is one of funny events in that episode.

f. Scene 6

SpongeBob : Well, Squidward, this is goodbye. [walks away]

Squidward : **Goodbye, SpongeBob, goodbye. [dances] Goodbye, SpongeBob. Bye-bye-bye. Goodbye, SpongeBob. Ha-ha. Goodbye, goodbye. (a)**

[Patrick lies on the ground, bawling, as SpongeBob gets in the car]

SpongeBob : Goodbye, Patrick. Goodbye, Bikini Bottom.

[Patrick holds onto the back of the boat, lifting the front into the air, as he cries]

Squidward : [still dancing] **SpongeBob is leaving. He's leaving, he's leaving!** [the seed shakes violently] **la, la, la, la, la, la, SpongeBob is leaving... (b)**

... [Squidward stops dancing as the ground starts shaking, a giant green stem grows out of the ground, SpongeBob's house grows from the plant and drops where his old house used to be and on Squidward. The stem then goes back into the ground]

SpongeBob : My house is back!

[SpongeBob, his parents, and Patrick all happily run into the pineapple, SpongeBob returns to Squidward lying under the floor]

SpongeBob : Aww, Squidward, isn't this great? I'm back forever!

Squidward : [muffled] **Forever? (c)**

In scene 6 as presented in the thickened utterances (a), Squidward replies SpongeBob

farewell using farewell, too. Normally, these utterances convey sad circumstance. Conversely, Squidward, unlike Patrick does not feel any sadness at all. He in his great happiness he dances on and on (shown in [b]). It means that Squidward deliberately performs farewell mockingly because of his huge happiness knowing SpongeBob's departure. Therefore, Squidward's utterance (a) and (b) violate maxims of quality indicated by those intentional sarcastic expressions. Again, the humor is presented by the animator through the non-observances of maxim of quality.

IV. Conclusions

From the findings and discussions, several conclusions can be drawn. Firstly, all types of maxims (quantity, quality, manner, and relation) are not obeyed. Secondly, there are three types of non-observances of cooperative principles: infringement, flout, and violation. Thirdly, Squidward tends to violate the maxims, whereas SpongeBob and Patrick tend to flout the maxims. Fourthly, the non-observance of the cooperative principles are successful in creating the humorous effect to the viewer of this animated comedy.

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APPENDICES

"Home Sweet Pineapple" from episode 5b, season one, firstly aired on August 14, 1999.

Synopsis

A crowd of hungry nematodes arrive in Bikini Bottom when it is early in the morning. They eat through a variety of items, such as coral and a Boatmobile with the driver still in it. They then make their way to SpongeBob's pineapple house. They pull out straws and eat/drink his house. Meanwhile, SpongeBob and Gary are inside, sleeping, as everything starts to shrink. SpongeBob and Gary run outside the house, now reduced to what SpongeBob thinks is a small pebble, and see what the nematodes have done. SpongeBob calls Squidward on the phone, and Squidward asks if it is time for SpongeBob to ruin his day. Then Patrick gets up and says "Is it already time to ruin Squid's day?" When Squidward sees that SpongeBob's house is gone, he starts saying goodbye to SpongeBob, but throws a party inside his house, with confetti and streamers flying out of his front windows. Now that the house is no longer there, SpongeBob says that he will have to move back in with his mom and dad. However, Patrick tells SpongeBob to build a new house and SpongeBob agrees with Patrick.

Later, SpongeBob and Patrick attempt to build another pineapple house, but things fail. SpongeBob and Gary try to sleep with Patrick, but Patrick won't share his rock, which the two are using as a blanket, and they get into a tug-of-war. After Patrick's snoring makes SpongeBob put corks in his ears, he begins drooling in his sleep. SpongeBob absorbs the drool and waddles over to Patrick. He then puts a giant cork inside his mouth. Later, Patrick has dreams that spiders are attacking him, and hits SpongeBob repeatedly with the rock, crushing him. SpongeBob decides to sleep far away from Patrick, but he has another nightmare, and the charade repeats.

SpongeBob gives up sleeping with Patrick, and goes to sleep with Squidward. SpongeBob asks Squidward for a glass of water, and Squidward, who is still half-asleep, brings him one. When they say goodnight to each other, Squidward realizes that SpongeBob is sleeping with him, and kicks Gary and SpongeBob out of his house.

The next day, Squidward gets up early so he can see SpongeBob move back with his parents. When SpongeBob's parents arrive, Patrick starts crying hysterically, and Squidward starts dancing and singing. SpongeBob finds a small pebble (the only thing left when the nematodes ate/drank his house), and buries it where his house used to be, because it holds too many memories. He begins to tear up, and one tear falls on the spot where the pebble was planted. However, the pebble is actually a seed, and SpongeBob's tear causes his house to grow back. The house is placed back where it was, crushing Squidward, who was dancing on the remains of SpongeBob's house with joy.

Transcript

[Scene 1]

Nematodes : Walking, walking, walking, walking.

Nematode #1 : Hungry!

Nematodes : Hungry, hungry, hungry, hungry. *[all eat some coral]*

Nematode #1 : Still hungry!

Nematodes : still hungry, still hungry, still hungry, still hungry. *[eat a truck that drives by, leaving the driver floating]*

Fred : Aww, dang nematodes!

Nematode #1 : Thirsty!

Nematodes : Thirsty, thirsty, thirsty, thirsty. *[They all bounce to SpongeBob's house and take out some straws. Then start drinking up the pineapple house. SpongeBob and Gary are still sleeping as everything begins to shrink inside, even Gary's food bowl]*

Gary : Meow. *[SpongeBob's bed begins to shrink as he wakes up]*

SpongeBob : Hooray, Gary! We're finally huge!

Gary : Meow.

SpongeBob : Huh? Wait a minute! Oh no! *[squeezes through the door as he tries to get to the phone. Gary gets stuck in the door]*

Gary : Meow!

SpongeBob : Shell phone! I know, I'll call Squidward. He'll know what to do!

Squidward : *[on the other line]* Hello?

SpongeBob : Squidward!

Squidward : Is it time already for you to ruin my day?

SpongeBob : *[as he talks to Squidward, his voice gets higher and higher and starts talking gibberish and fast until the phone completely disappears]* Squidward! Help me! My house is shrinking and I woke up this morning and it was getting smaller...oh no!

Squidward : Yep, it is. *[Patrick comes out from his rock]*

[Scene 2]

Patrick : Is it time already to ruin Squid's day? *[falls off rock onto his furniture then jumps out with a tuxedo and hat on]* Hey, SpongeBob, don't start without me!

Nematodes: *[all burp, then leave]*

SpongeBob : Ohh... nematodes. *[sees a seed on the ground, then picks it up]* The only thing left of my house is this little pebble. *[Patrick and Squidward walk up]*

Squidward : What's going on here?

SpongeBob : I've got bad news, guys! Look at what happened to my house! It's gone! It's all gone. What am I going to do? Where am I going to live?

Squidward : *[excited]* Yeah...

Patrick : Hey, SpongeBob, your house is gone!

Squidward : Well, what can I say? *[begins to shake SpongeBob's hand]* It's been great knowing you, SpongeBob. Good luck, somewhere else. *[walks back to his house]* I'm gonna miss you. Boo-hoo. Boo-hoo. *[party favors fly out Squidward's windows as he parties]* Boo-hoo! *[starts to laugh]*

Patrick : Squid's taking it real hard. So what are you gonna do now?

SpongeBob : I guess I'll have to move back with my mom and dad. *[shown a picture of SpongeBob's parents smiling]*

Patrick : No, wait a minute, no you don't. *[shown picture of SpongeBob's parents frowning]* We can build you a new house!

SpongeBob : We can't build a house!

Patrick : Well, sure, it's easy! I built my house all by myself! *[antenna on Patrick's rock falls off]*

[Scene 3]

SpongeBob : Alright, Patrick, let's get to work!

[zoom in on SpongeBob and Patrick as construction workers. Patrick tries to hit a nail into a board, but hits his hand instead] Ow! Ow! Ow! *[SpongeBob takes two buckets of paint, one red and one green. He pours the red paint on his back side and pours the green paint on his front side. He puts one side on a fence so that the paint gets on it, and then he does the other side the same way. He does this twice. As he tightens a loose bolt, the screen turns every time SpongeBob tightens the bolt sending Patrick sliding, falling upside down towards the sky, then back onto the ground right side up. SpongeBob nails pieces of wooden boards together in midair, and a piece falls off and lands on Patrick's hand. Patrick moves his board under the next board, which falls down on his hand. This happens several times. Next,*

shown SpongeBob's finished house and Patrick gives a big thumbs up with bandages wrapped around his thumb]

Patrick : We're done!

SpongeBob : Yeah! So what do you think?

Patrick : I wish I lived there.

SpongeBob : Really?

Patrick : No. *[SpongeBob puts the small pineapple on his head]*

SpongeBob : One bedroom. *[nose sticks out through the door and the pineapple breaks into pieces]*

Patrick : Tartar sauce.

SpongeBob : *[pets Gary]* Well, looks like we've got to move back with Mom and Pop.

Patrick : Well, you can't move back in with your parents! When my parents kicked me out of the house, I never went back. Wait! You and Gary can come stay with me!

SpongeBob : That'd be great!

[Scene 4]

Patrick : Yeah! We'll be rockmates! *[SpongeBob and Patrick get ready to sleep under Patrick's rock]* Good night, SpongeBob.

SpongeBob : Good night, rockmate.

Gary : Meow.

SpongeBob : Good night, Gary. *[SpongeBob goes to sleep but then is awoken to Patrick's snoring]* Oh...what the...?

[Gary hides in his shell and SpongeBob puts a cork in the sides of his head, and goes back to sleep. The wind blows and Patrick shivers, he then pulls the rock closer to him, SpongeBob shivers in the cold and pulls it back over himself. Gary sits on top of the rock as they keep pulling it back and forth until Patrick keeps the rock closer to him. SpongeBob gets cold and he covers himself with sand on and goes to sleep. Patrick starts drooling heavily, filling his mouth, and flows like a stream over to SpongeBob. As SpongeBob snores, he absorbs the drool coming from Patrick and becomes a fat sponge. He waddles over to Patrick and removes the corks, spilling Patrick's drool out of him and down-sizing him to normal size. Then he takes out a bigger cork and puts it in Patrick's mouth and goes back to sleep. Patrick struggles, then spits out the cork]

Patrick *[in his sleep]* : Spiders! Spiders! Spiders! *[lifts rock and starts smashing SpongeBob with it several times, he then goes back to sleep]*

SpongeBob : No, Patrick, no, Patrick, no, Patrick, no, Patrick! Wake up! It's me, SpongeBob! *[moves away from the rock a few feet and goes back to sleep]*

Patrick : SPIDERS! SPIDERS! *[picks up his rock, runs over to SpongeBob, and smashes him repeatedly with the rock]*

SpongeBob : No, no, no, no, no, no, no! *[Patrick goes back to sleep]*

[Scene 5]

SpongeBob : *[in Squidward's house, he stands next to Squidward, holding Gary, as Squidward sleeps, he taps Squidward's nose as he whispers]* Squidward? Squidward?

Squidward : *[sleepily]* H-h-huh?

SpongeBob : Squidward?

Squidward : *[sleepily]* Huh? Wha-what?

SpongeBob : Squidward, could we stay here a couple of days or a month or two?

Squidward : *[sleepily]* Yeah, yeah, wha-wha-whatever.

SpongeBob : Thanks. Thanks Squidward. *[gets in bed with Squidward]* Squidward, could you scoot over a little?

Squidward : *[sleepily]* Hmm, yeah, sure. *[scoots over to the side]*

SpongeBob : While you're at it, could you get me a glass of water?

Squidward : *[sleepily]* Hmmm, yeah, sure. *[gets out of bed and walks off, then comes back with a glass of water]*
 SpongeBob : Yeah, this is a real swell place you got here. *[Squidward hands SpongeBob the glass]*
 Thanks, buddy.
 Squidward : *[sleepily]* Y-you're welcome. *[SpongeBob drinks the water]*
 SpongeBob : Yeah, I like sleepovers.
 Squidward : *[sleepily]* Yeah. Me, too.
 SpongeBob : Yep, this is great. Good night, Squidward.
 Squidward : *[yawns]* Good night, SpongeBob. *[Squidward's eyes pop open. Squidward opens the door and SpongeBob and Gary walk out] [unhappy]* Good night, SpongeBob.

[Scene 6]

[the next day, Squidward opens his eyes excitedly]

Squidward : Today's the big day, Squidward! Don't wanna be late! *[he flies into his closet, gets dressed, and goes outside]* Gotta hurry! Hold it! Hold everything! *[SpongeBob and Patrick stand outside, with bags]* I do not want to miss this. The day SpongeBob moves! I can't believe it's really happening.

SpongeBob : Don't worry, Squidward. I'll come visit you.

Squidward : Don't try to cheer me up, SpongeBob. Please.

SpongeBob : Here come my parents. *[Patrick beings to cry and the car horn sounds as SpongeBob's parents drive up]*

Mrs. SquarePants : SpongeBob! Hi, honey, we're here!

Mr. SquarePants : Come on, SpongeBob, hurry, hurry, son, your mother has dinner waiting.

SpongeBob : Hi, Mom.

Squidward : Hello, Mrs. SquarePants! Let me help you with these bags. *[picks up the bags and carries them to the car]*

SpongeBob : Just give me a minute. *[walks back to where his house used to be]* I cannot hold onto you any longer, little pebble. *[buries it into the ground]* You hold too many memories. *[as he starts to cry, a tear falls from his nose and into the ground where the seed absorbs it, it then starts to glow. Then SpongeBob shakes Squidward's hand]* Well, Squidward, this is goodbye. *[walks away]*

Squidward : Goodbye, SpongeBob, goodbye. *[dances]* Goodbye, SpongeBob.

Bye-bye-bye. Goodbye, SpongeBob. Ha-ha. Goodbye, goodbye. *[Patrick lies on the ground, bawling, as SpongeBob gets in the car]*

SpongeBob : Goodbye, Patrick. Goodbye, Bikini Bottom.

[Patrick holds onto the back of the boat, lifting the front into the air, as he cries]

Squidward : *[still dancing]* SpongeBob is leaving. He's leaving, he's leaving!

[the seed shakes violently] la, la, la, la, la, la, SpongeBob is leaving...*[Squidward stops dancing as the ground starts shaking, a giant green stem grows out of the ground, SpongeBob's house grows from the plant and drops where his old house used to be and on Squidward. The stem then goes back into the ground]*

SpongeBob : My house is back! *[SpongeBob, his parents, and Patrick all happily run into the pineapple, SpongeBob returns to Squidward lying under the floor]* Aww, Squidward, isn't this great? I'm back forever!

Squidward : *[muffled]* Forever?

PEMBELAJARAN BERBASIS PROYEK DAN BLOGGING DALAM MATA KULIAH ESP

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ABSTRAK

Pembelajar akan mudah belajar apabila bahan pelajarannya disusun secara tematis dan rapi. Pembelajaran akan efisien apabila informasi yang disajikan bermakna dan gayut dengan kehidupan pembelajar. Hal-hal di atas semakin penting untuk pengajaran Bahasa Inggris untuk Tujuan Khusus (*English for Specific Purposes*) karena di dalam pengajaran ini pembelajar tidak mempelajari ilmu utama bidang minatnya. Tematik dan tertata rapi adalah ciri khas dari pembelajaran berbasis konten yang dibangun berdasarkan silabus yang berbasis konten pula. Salah satu metode pengajaran yang paling sesuai untuk silabus berbasis konten adalah pengajaran berbasis proyek. Di dalam era internet saat ini, penggunaan media internet menjadi sesuai yang hampir wajib untuk menarik minat pembelajar. Artikel ini melaporkan penelitian terkait silabus berbasis konten yang disajikan dengan metode pengajaran berbasis proyek dengan menggunakan *blogging* di dalam mata kuliah *ESP for Marketing*. Di akhir semester, mahasiswa melakukan swa-refleksi dan mereka melaporkan hasil refleksi tersebut. Dari laporan mereka ditemukan bahwa pengajaran ESP berbasis proyek dengan *blogging* ternyata meningkatkan di empat bidang, yaitu: (a) kemampuan bahasa, (b) *penguasaan* bidang keahlian (konten), (c) kerja sama, serta (d) pelajaran hidup bagi mahasiswa.

Kata kunci: pembelajaran berbasis proyek, ESP, Marketing, blogging

I. PENDAHULUAN

Pembelajaran berbasis proyek adalah salah satu pendekatan komunikatif dalam pengajaran bahasa. Seperti namanya, ini adalah pembelajaran yang menggunakan proyek sebagai dasar kegiatannya yang mendorong pembelajar untuk berkomunikasi dan bekerja sama. Jelasnya, tugas proyek adalah sarana untuk memandu pembelajar memperoleh keterampilan berbahasa (Inggris) dan memperdalam pengetahuan serta mengasah keahlian profesinya.

Pembelajaran berbasis proyek juga terkait dengan silabus/pengajaran berbasis konten. Pengajaran berbasis konten dalam pengajaran bahasa juga dianggap efektif.

II. KAJIAN LITERATUR

Stoller (1997) menyatakan bahwa pengajaran berbasis konten memfasilitasi pengajaran keterampilan bahasa secara alami. Dalam pengajaran ini, siswa harus membaca materi autentik, mengumpulkan informasi, menafsirkan data, meringkas keterangan, dan menyajikan pemikirannya di dalam bahasa yang sedang dipelajari. Urutan pembelajaran empat keterampilan bahasa juga dipandang alami karena keterampilan reseptif (membaca dan menyimak) terlebih dahulu didapatkan, baru kemudian disusul keterampilan produktif (menulis dan berbicara). Sebagian orang percaya bahwa urutan pemerolehan keterampilan

reseptif yang diikuti oleh produktif ini adalah urutan pemerolehan bahasa yang alami.

Singer (1990 dalam Iakovos, dkk., 2011.) menemukan bahwa siswa merasa lebih mudah untuk mempelajari sesuatu jika sesuatu itu disusun secara tematis dan terorganisir. Iakovos, dkk (2001) juga mencatat bahwa Anderson (1990) menemukan bahwa informasi yang bermakna dapat menyebabkan proses belajar yang lebih berdaya guna. "Tematis" dan "terorganisir" ini adalah dua karakteristik penting dari pengajaran berbasis konten. Jika penguyunan silabusnya berbasis konten, maka penggunaan tugas proyek merupakan sesuatu yang sangat pas (Dewey dan Kilpatrick dalam Beckett (2006), Hedge, (1993) dan Dionne & Horth (1994), Iakovos dkk. (2011).

Proyek

Sebenarnya apakah proyek itu? Menurut Beckett (2002), proyek adalah kegiatan yang dilakukan selama jangka panjang (beberapa minggu) yang melibatkan beragam tugas individu dan kelompok seperti pengembangan rencana dan masalah penelitian, dan penerapan rencana tersebut dalam riset empiris dan studi dokumentasi yang meliputi pengumpulan, analisis, dan pelaporan data secara lisan dan/atau tertulis. Dari keterangan ini dapat disimpulkan bahwa definisi proyek memiliki dua elemen pembatas: (a) lamanya kegiatan, yaitu beberapa minggu) dan (b) jenis kegiatannya (mengumpulkan, menganalisis dan melaporkan informasi). Definisi inilah yang dipakai di dalam tulisan ini.

Berdasar beberapa publikasi, Brydon-Miller (dalam Beckett dan Miller 2006) meringkas bahwa pembelajaran berbasis proyek memiliki beberapa kelebihan, yaitu (a) autentisitas bahasa dan pembelajaran, (b) intensitas motivasi, keterlibatan, partisipasi, kesenangan, dan kegiatan, (c) peningkatan keterampilan bahasa, (d) peningkatan kemampuan kerja kelompok, (e) peningkatan pengetahuan tentang topik, peningkatan, (f) peningkatan rasa percaya diri, penghargaan diri, sikap terhadap belajar, kenyamanan menggunakan bahasa, dan kepuasan atas hasil kerja sendiri, (g) peningkatan otonomi, kemandirian, prakarsa,

dan kesediaan bertanggungjawab atas pembelajaran sendiri, dan (h) peningkatan kemampuan mengambil keputusan, kemampuan analitis, berpikir kritis, pemecahan masalah.

Di dalam praktiknya, kata "proyek" digunakan untuk melabeli beberapa tugas instruksional yang sangat beragam dengan batas waktu dan isi yang beragam pula. Batas waktunya ada yang satu kali tatap-muka, ada yang sampai beberapa kali pertemuan. Isinya ada yang masalah persamaan gender ada yang proposal bisnis. Berbagai macam kegiatan yang dilabeli "proyek" itu, menurut Alan dan Stoller (2005) dapat dibedakan menjadi: (a) proyek ala kadarnya (*under-exploited project work*) dan (b) proyek penuh manfaat (*project work that maximizes benefit*). Proyek ala kadarnya adalah proyek yang di dalamnya pembelajar menyelesaikan tugas yang tidak terelaborasi dengan baik; mereka bekerja kelompok tetapi tidak terdorong untuk berkolaborasi, dan mungkin tidak ada tugas pengumpulan informasi. Di dalam proyek ala kadarnya ini, guru juga tidak begitu memperhatikan pembelajaran konten dan bahasanya. Penilaian hanya didasarkan pada penampilan fisik hasil akhir. Guru mungkin terlalu ketat kontrolnya sehingga pembelajar tidak bisa mengambil tanggung jawab belajarnya, atau mungkin terlalu longgar kontrolnya, sehingga tidak pernah memberi umpan balik dan bimbingan.

Proyek yang penuh manfaat adalah proyek yang dapat memaksimalkan pembelajaran bahasa, konten, dan keterampilan hidup, dan di dalam penyelesaiannya menuntut bimbingan guru, umpan balik guru, keterlibatan pembelajar, dan elaborasi tugasnya. Menurut kedua penulis ini, pembelajaran berbasis proyek yang berhasil adalah pembelajaran yang:

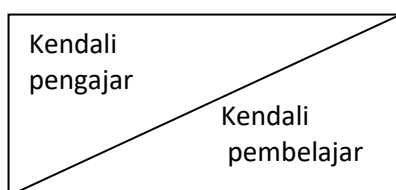
- Berfokus pada masalah kehidupan nyata yang menarik minat pembelajar
- Mensyaratkan kerja sama pembelajar dan juga mendorong otonomi pembelajar
- Dapat mengakomodasi bentuk bahasa dan aspek-aspek lain yang memang ingin dikembangkan dalam pengajaran bahasa tersebut

- Berorientasi pada proses dan produk, dengan penekanan pada keterampilan terpadu dan refleksi di akhir proyek.

Jika keempat hal di atas terpenuhi, pengajaran berbasis proyek, menurut kedua penulis itu, akan meningkatkan pengalaman autentik, pengetahuan bahasa dan materi pembelajaran, kesadaran metakognitif, kemampuan berpikir kritis, kemampuan mengambil keputusan, motivasi dan keterlibatan, keterampilan sosial (interpersonal), dan pengetahuan akan sumber daya belajar.

Jika pengajaran bahasa Inggrisnya ini ESP, topiknya bisa topik-topik di dalam bidang keilmuannya. Misalnya, jika bidang ilmunya pemasaran, maka topik ini bisa "iklan" atau "penentuan harga jual produk." Jika pengajaran ini Bahasa Inggris umum (misalnya *Writing* dan *Speaking*), topik-topik ini bisa berupa topik tentang profesi impian mereka atau isu-isu mutakhir di bidang sosiopolitik, baik di level lokal, nasional, atau internasional. Hasil tugas proyek bisa berupa brosur, presentasi, laporan, dll. Media penyajian hasil ini bisa presentasi lisan, dokumen, blog, situs web, dll.

Di dalam pengajaran berbasis proyek, menurut hemat penulis, proyek bukan satu-satunya faktor penentu keberhasilan seperti di atas. Keseimbangan peran antara pengajar dan pembelajar juga penting. Simak Gambar 1 berikut ini.



Gambar 1. Keseimbangan kendali pengajar dan pembelajar

Dari gambar di atas dapat dipahami bahwa jika kendali pengajar semakin besar, maka kendali oleh pembelajar semakin kecil. Demikian juga sebaliknya. Pengajaran berbasis proyek akan berhasil baik jika kendali pengajar tidak dominan dan perannya berubah menjadi pemandu, bukan pemberi informasi dan

'polisi'. Memang benar pengajaran berbasis proyek ini berbasis proses, tetapi pembelajar juga tidak bisa dibiarkan begitu saja berproses sendiri karena bagaimana pun di dalam konteks Indonesia pengajarlah yang secara umum memiliki pengetahuan dan kemampuan lebih dalam hal bahasa (kosa kata, struktur, cara menyampaikan ide, dll.).

Proyek dapat diklasifikasikan menjadi (a) proyek terstruktur (*structured Projects*), (b) proyek tidak terstruktur (*unstructured project*), dan (c) proyek semi-terstruktur (*semi-structured project*). Proyek terstruktur ditentukan, dikelola, dan dikontrol oleh pengajar. Proyek tidak terstruktur hampir semuanya ditentukan oleh pembelajar. Sementara itu proyek semi-terstruktur diorganisir oleh pembelajar dan pengajar.

Untuk menghasilkan proyek yang kaya manfaat, Shepperd dan Stoller (dalam Allan dan Stoller 2005) mengusulkan sepuluh langkah proses pengajaran berbasis proyek. Kesepuluh langkah tersebut adalah:

- Pembelajar dan pengajar menyetujui tema proyek
- Pembelajar dan pengajar Menyetujui hasil proyek
- Pembelajar dan pengajar Menentukan susunan proyek
- Pengajar menyiapkan pembelajar untuk mengumpulkan informasi (dan bekerja secara umum)
- Pembelajar mengumpulkan informasi
- Pengajar menyiapkan pembelajar untuk mengompilasi dan menganalisis data
- Pembelajar mengompilasi dan menganalisis informasi (data)
- Pengajar menyiapkan pembelajar untuk melakukan kegiatan akhir terkait bahasa
- Pembelajar menyajikan produk akhir
- Pembelajar mengevaluasi proyeknya

Oleh Iakovos, dkk. (2001), langkah-langkah ini disederhanakan menjadi delapan langkah, yaitu: (a) pembelajar dan pengajar menyetujui tema proyek, (b) pembelajar dan pengajar menentukan hasil akhir, (c) menstruktur proyek, (d) pengajar mempersiapkan pembelajar untuk melakukan pengumpulan informasi, (e) pembelajar mengumpul-

kan informasi, (f) pembelajar menyatukan dan menganalisis informasi, (g) pembelajar menyajikan hasil proyek, dan (h) pembelajar mengevaluasi proyek. Delapan langkah ini pun masih dirasa terlalu panjang, maka penulis menyederhanakan lagi menjadi enam langkah (lihat bagian lain makalah ini). Selain itu, ada yang menyederhanakan lagi menjadi tiga atau empat langkah.

III. METODE DAN PROSES PENELITIAN

Metode penelitian yang dipakai adalah metode penelitian kualitatif yang mencobakan pengajaran dengan menggunakan dua variasi metode pengajaran berbasis proyek untuk semester 6 (variasi 1) dan semester 7 (variasi 2) di Program Studi Manajemen Pemasaran, Politeknik Negeri Malang (Polinema). Efek dari metode pengajaran ini tidak dilihat dari peningkatan kemampuan menguasai materi pembelajaran namun berupa perolehan sebagaimana dirasakan oleh mahasiswa.

Perancangan desain pengajaran ini dimulai dari pemilihan topik. Penulis dan kolega pengajar mata kuliah yang sama berdiskusi tentang topik apa yang selayaknya dipakai dalam pengajaran berbasis proyek. Diperoleh kesepakatan bahwa di dalam pengajaran ESP, topik yang menarik adalah bidang ilmu yang sedang digeluti, misalnya pemasaran, teknik mesin, dsb. Sementara itu, medium yang kiranya menarik bagi 'anak muda' sekarang adalah internet. Dan media komunikasi yang mudah namun masih menuntut mahasiswa untuk menulis panjang adalah blog. Oleh karena itu, proyek ini menggunakan *blogging*.

Penggunaan blog untuk pengajaran bahasa sudah cukup banyak diulas. Ada banyak manfaat blog untuk pengajaran bahasa. Dengan menulis blog siswa tidak hanya mengembangkan tulisannya, tetapi juga memiliki kemungkinan untuk mengekspresikan diri (Quintero, 2008). Selain itu Wu, W.S. (2008) berpendapat bahwa ada enam manfaat *blogging* di dalam pembelajaran menulis EFL. Tetapi menurut Graham (2005) yang paling utama adalah blog bisa menjadi sarana untuk mendapatkan pembaca tulisan pembelajar

yang lebih banyak. Pembaca ini bisa pengajar, pembelajar lain, atau orang lain yang secara kebetulan singgah di blog tersebut.

Di dalam pengajaran bahasa, blog bisa dibagi menjadi tiga jenis: (a) blog untuk tutor, (b) blog untuk kelas, dan (c) blog untuk pembelajar (baca Stanley, 2005 dan Campbell, tanpa tahun). Blog untuk tutor dikelola oleh pengajar, dan isinya adalah silabus, tugas, dll. Blog untuk kelas dipakai secara bersama oleh pengajaran dan para pembelajar di kelas tersebut. Ini bisa menjadi papan umum untuk bertukar informasi. Lihat Contohnya di Lampiran 1 yang berisi 'course outline'. Sementara blog untuk pembelajar adalah blog yang dikelola oleh masing-masing atau kelompok pembelajar demi keperluan pembelajaran. Contohnya di dalam penelitian ini adalah <http://r1sm4m0y.blogspot.com/> dan <http://garudafood-diee.blogspot.com/>.

Langkah-langkah pengajaran berbasis proyek dengan 'blogging'

Dalam paragraf terdahulu penulis kutipkan pendapat dua pakar terkait langkah-langkah penyelenggaraan pengajaran dengan tugas proyek. Di dalam pengalaman keseharian, kesepuluh atau kedelapan langkah tersebut terasa bertele-tele dan kurang sesuai dengan kebutuhan penulis, maka di dalam penelitian ini langkah-langkah tersebut disederhanakan menjadi enam langkah.

Yang pertama adalah pembelajar dan pengajar menyetujui proyek/topik termasuk hasil akhirnya. Yang kedua adalah pengajar menyiapkan pembelajar untuk mengerjakan proyek, yang terdiri atas (i) pembekalan konten, (b) pembekalan linguistik dan (ii) pembekalan teknis. Lihat Tabel 1.

Pembekalan konten adalah pembahasan materi yang berisi konten yang akan dijadikan topik proyek. Pembekalan linguistik berisi latihan-latihan dari segi bahasa tentang bagaimana menulis dan menyajikan topik tersebut. Pembekalan teknis berupa panduan bagaimana mencari informasi, informasi tentang langkah-langkah proyek, dll. Dokumen ini disebut panduan belajar atau 'learning guide'. Lihat contohnya di Lampiran 2.

Langkah ketiga adalah pembelajar mengumpulkan informasi. Berdasarkan panduan belajar, pembelajar mengumpulkan informasi dari sumber-sumber yang relevan. Di langkah keempat pembelajar menganalisis informasi dan menulis hasil proyek berdasar

informasi yang didapat. Langkah selanjutnya adalah mahasiswa menyajikan hasil kerjanya. Terakhir, mahasiswa melakukan refleksi atas proyek yang telah dikerjakannya. Lihat lagi Tabel 1 berikut ini untuk lebih jelasnya.

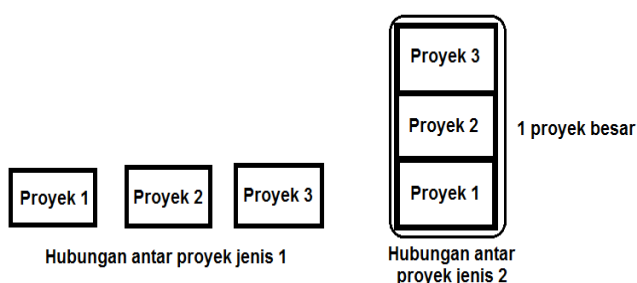
Tabel 1. Waktu, kegiatan dan kategori langkah pengajaran berbasis proyek

Waktu	Kegiatan	Instrumen/ dokumen	Tempat	Kategori Langkah
Awal semester (Pengenalan)	<ul style="list-style-type: none"> Pengenalan, pengajar dan pembelajar menyetujui proyek. 	<ul style="list-style-type: none"> Rencana perkuliahan (<i>course outline</i>) 	Dalam kelas	Langkah 1: pembelajar dan pengajar menyetujui proyek/topik termasuk hasil akhirnya
Dalam semester TOPIK 1	<ul style="list-style-type: none"> Pengajar memberi panduan belajar Kegiatan membaca, diskusi, latihan 	<ul style="list-style-type: none"> Panduan belajar (<i>learning guide</i>) Materi bahasa Inggris 	Dalam kelas	Langkah 2: pengajar menyiapkan pembelajar untuk mengerjakan proyek, yang terdiri atas (i) pembekalan konten, (b) pembekalan linguistik dan (ii) pembekalan teknis.
	<ul style="list-style-type: none"> Pembelajar mengumpulkan informasi 	<ul style="list-style-type: none"> Obyek pengamatan/riset 	Di luar kelas	Langkah 3: pembelajar mengumpulkan informasi.
	<ul style="list-style-type: none"> Pembelajar menganalisis informasi dan menulis bahan presentasi (dalam Word dan Powerpoint) serta berkonsultasi dengan pengajar 	<ul style="list-style-type: none"> Hasil pengamatan/riset 	Di dalam kelas	Langkah 4: pembelajar menganalisis informasi dan menulis hasil proyek berdasar informasi yang didapat.
	<ul style="list-style-type: none"> Pembelajar menyajikan hasil kerjanya di kelas Pembelajar memposting hasil kerjanya di blog Pembelajar menulis refleksi. 	<ul style="list-style-type: none"> Hasil tugas proyek 	Di dalam kelas	Langkah 5: mahasiswa menyajikan hasil kerjanya.
TOPIK 2 dst.	<ul style="list-style-type: none"> (berjalan seperti Topik 1) 			
Akhir semester	<ul style="list-style-type: none"> Mahasiswa mengumpulkan portofolio dan refleksi akhir 	<ul style="list-style-type: none"> Portofolio 	Di dalam kelas	Langkah 6: mahasiswa melakukan refleksi terhadap proyek yang telah dikerjakannya.

Di depan disimpulkan bahwa sebuah kegiatan dapat dikategorikan menjadi proyek jika memenuhi dua kriteria, yaitu waktu dan detail kegiatannya. Dalam kesempatan ini, penulis sampaikan contoh pengajaran Bahasa Inggris (ESP) dengan memanfaatkan proyek dan 'blogging'. Sebenarnya ada dua jenis proyek di sini: (a) proyek jangka pendek dan (b) proyek jangka panjang. Proyek jangka pendek dilakukan selama beberapa minggu sebagai sarana untuk mencapai tujuan pembelajaran tiap-tiap topik atau tema. Sebagai contoh, untuk semester 5 program studi Pemasaran (Diploma 3), mata kuliah Bahasa Inggris (ESP) memiliki enam topik. Di setiap awal topik selalu ada pengumuman yang bisa berisi panduan belajar (*learning guide*). Pengumuman tentang topik ini dimuat di blog pengajar (guru). Masing-masing topik memiliki proyek kecil dan kumulasi dari proyek-proyek kecil ini tidak membentuk proyek besar.

Jenis kedua adalah proyek besar. Proyek ini pada hakikatnya adalah satu proyek besar sepanjang semester. Setiap tugas per topik pada hakikatnya adalah salah satu dari batu-bata bangunan secara keseluruhan. Proyek ini diberikan untuk semester 7 program studi Pemasaran. Di dalam satu semester ada 5 topik dan topik ini berurutan. Setiap topik memiliki proyek kecil dan jika proyek kecil ini digabungkan di akhir semester akan menjadi hasil proyek besar.

Perbandingan kedua jenis proyek ini dapat di lihat di Gambar 2 berikut.



Gambar 2. Perbandingan proyek jenis 1 dan jenis 2

Di dalam gambar di atas dapat di lihat bahwa di dalam proyek jenis 1, antara proyek 1, 2, dan 3 tidak ada kaitan. Artinya, urutan pengerjaan proyek bisa diubah-ubah. Tetapi di dalam proyek jenis 2, urutan pengerjaan proyek tidak bisa diubah-ubah karena proyek 1 akan menjadi dasar mengerjakan proyek 2, dan proyek 2 akan menjadi dasar untuk mengerjakan proyek 3. Secara keseluruhan, dalam proyek jenis kedua ini, proyek 1, 2, dan 3 merupakan proyek besar. Di dalam penelitian ini yang dicobakan adalah proyek jenis 1 (untuk semester 6) dan 2 (untuk semester 7).

Contoh pengajaran ESP berbasis proyek

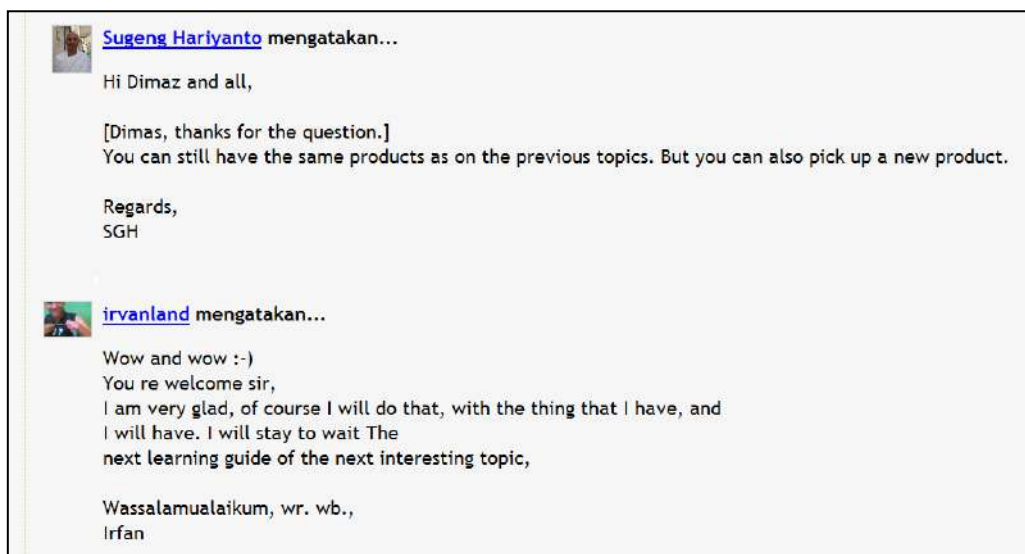
Di dalam tulisan ini penulis sampaikan contoh pelaksanaan pengajaran ESP berbasis proyek di Program Studi Manajemen Pemasaran, Polinema. Mahasiswa kami berasal dari beberapa kota. Kemampuan Bahasa Inggris mereka rata-rata relatif rendah. Tujuan pendidikannya adalah mencetak profesional di bidang pemasaran tingkat madya dan sarjana yang mampu juga mengekspresikan ide-ide keahliannya dalam bahasa Inggris. Bahasa Inggris diajarkan dari semester 1 hingga semester terakhir. Tiga semester pertama sifat pengajaran bahasa Inggrisnya adalah untuk menguatkan *grammar*, kemampuan membaca, menulis dan berbicara. Di tiga semester terakhir tujuan pengajaran bahasa Inggrisnya diarahkan pada pembentukan kemampuan untuk mengekspresikan ide-ide di bidang keahlian mereka (Pemasaran). Paparan ini menceritakan pengalaman dari dua semester terakhir untuk program sarjana pemasaran. Pada semester 6 dilaksanakan proyek jenis 1 dan semester 7 adalah proyek jenis 2.

Paparan proyek jenis 1

Proyek jenis 1 diberikan kepada mahasiswa semester 5, dalam mata kuliah English for Marketing 1. Tujuan program studi ini adalah mencetak sarjana pemasaran yang mampu mengutarakan ide-ideanya dalam bahasa Inggris. Tujuan instruksional dalam mata kuliah ini adalah membuat mahasiswa mampu menjelaskan konsep-konsep dasara dalam

marketing dengan Bahasa Inggris. Langkah-langkah atau urutan kegiatan pengajarannya seperti yang diuraikan di dalam Tabel 1 di depan. Langkah-langkah tersebut rincinya adalah sebagai berikut.

1. Pengenalan: Pengajar dan pembelajar menyetujui proyek, (pada kenyataannya pengajar telah menyiapkan proyeknya karena ini sesuai dengan topik dalam silabusnya) dan aturan mata kuliah tersebut. Di sini bisa didiskusikan tentang 'course outline'. Hasil diskusi bisa diposting ke blog.
2. Siklus Topik 1: - kuliah, diskusi, latihan, mengumpulkan informasi
 - a. Pengajar mempersiapkan pembelajar untuk melakukan proyek dan melaporkan proyek. Di dalam langkah ini pembelajar memberikan panduan belajar (*Learning Guide*). Contohnya bisa dilihat di Lampiran 2. Jika topik-topik itu menarik, maka mahasiswa dengan antusias menunggu 'learning guide' berikutnya. Lihat komentar siswa yang sangat tertarik di Gambar 3.
 - b. Pembekalan keterampilan bahasa pasif (*Reading* dan latihan). Material reading-nya ini disediakan oleh pengajar atau bisa juga dicari oleh mahasiswa. Bisa diberikan langsung atau bisa juga berupa tautan situs web. *Reading* bisa dilakukan di dalam kelas, kemudian diikuti latihan pemahaman kosakata, struktur dan isi bacaan. Di dalam kelas penulis, penulis mengambil materi terutama dari buku-buku: (a) Gore, Sylee. 2007. *English for marketing and advertising*. Oxford University Press, dan (b) Farall, Cate and Lindsley, Marianne. 2008. *Professional English in Use: Marketing*. Cambridge: Cambridge University Press
 - c. Pembelajar mengumpulkan informasi yang diperlukan berdasarkan panduan belajar ('learning guide') dan menggunakan sesi tatap muka untuk menyusun draf hasil proyek.
 - d. Pembelajar berdiskusi dengan guru tentang draf hasil proyeknya. Di sinilah terjadi *mentoring* kebahasaan oleh pengajar.
 - e. Pembelajar menyempurnakan hasil proyeknya dalam dua versi: (a) versi esai dan (b) versi slide Powerpoint.
 - f. Pembelajar menyajikan hasil proyeknya yang berupa slide powerpoint di depan kelas
 - g. Pembelajar memperbaiki hasil kerjanya yang berupa esai berdasarkan komentar saat presentasi dan kemu-



Gambar 3. Contoh antusiasme mahasiswa

dian mem-posting hasil kerja tersebut di blog. Mahasiswa lain berkewajiban memberi komentar juga di blog.

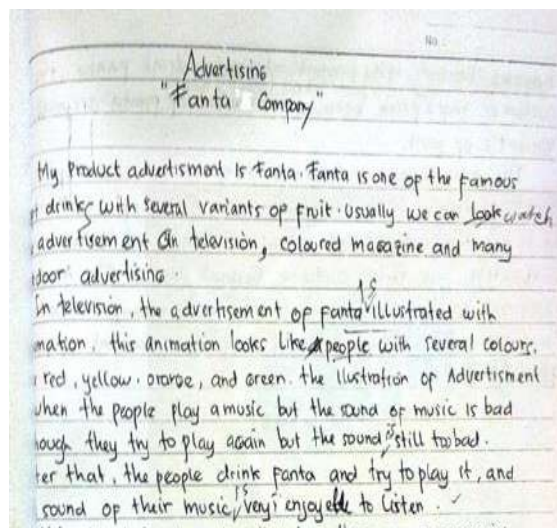
- h. Pengajar memonitor dan memberi komentar entri *blogging* pembelajar.
 - i. Pembelajar melakukan refleksi.
3. Topik 2, dst. berjalan seperti Topik 1.
 4. Pembelajar membuat portofolio yang berisi semua bahan pembelajaran, draf tugas, tugas hasil revisi, serta refleksinya.
 5. Pengajar memilih blog terbaik dan memberi hadiah di akhir semester.

Paparan proyek jenis 2

Proyek jenis 2 diberikan kepada mahasiswa semester 7, dalam mata kuliah English for Marketing 2. Tujuan program studi sendiri adalah mencetak sarjana pemasaran yang mampu mengutarakan ide-ideanya dalam bahasa Inggris. Oleh karena itu tujuan mata kuliah ini adalah melatih mahasiswa untuk menyusun proposal rencana pemasaran (*marketing plan*) dalam bahasa Inggris. Urutan langkah-langkahnya sama dengan proyek jenis 1. Perbedaannya adalah hasil akhir berupa satu dokumen utuh yang disebut rencana pemasaran dari produk tertentu. Jika pada proyek jenis 1 tekanannya lebih pada penggunaan bahasa Inggris, maka pada proyek jenis 2 tekanannya berimbang antara penggunaan bahasa dan mutu kontennya. Pada proyek jenis kedua ini, pengajar bisa mengundang ahli bidang ilmu (mis. Dosen Pemasaran) untuk ikut menilai presentasi hasil proyeknya.

Pada kedua jenis proyek tersebut, manfaatnya bagi pembelajar dapat diklasifikasikan menjadi manfaat bagi perkembangan bahasa Inggris mereka, peningkatan pengetahuan bidang keahlian mereka (pemasaran), peningkatan keterampilan kerja sama, dan pelajaran hidup untuk pribadi mereka. Peningkatan bahasa Inggris mereka dapat dilihat dari kertas-kertas kerja mereka yang dikumpulkan sebagai bagian dari portofolio dan dari refleksinya berikut ini. Salah seorang dari mahasiswa merefleksikan, "*Finally I know about the advertisement of Fanta company, besides that*

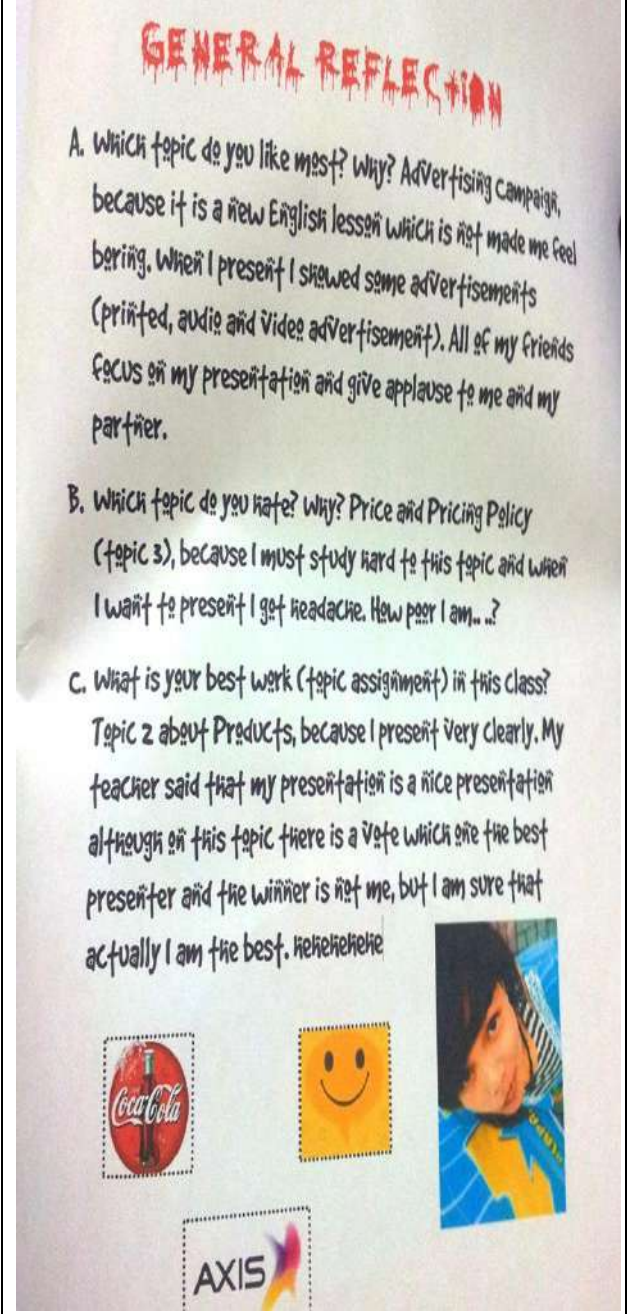
I also have little understanding of the preparation of sentence structure" I will further develop basic grammar. Grammar in English is essential", tulis Rizky Amalia AF. Dari sini dia merefleksikan kemajuan kemampuan bahasa Inggrisnya serta kesadarannya untuk mengambil tanggung jawab pembelajaran. Untuk contoh hasil tulisannya bisa di lihat Gambar 4 di bawah ini.



Gambar 4. Contoh draf tugas pembelajar

Dari kertas kerja di Gambar 4 tampak bahwa dia masih melakukan kesalahan yang terkait dengan pemilihan kata, penggunaan 'to be' dan preposisi. Di awal semester kesalahannya lebih parah lagi, yakni dalam hal penyusunan kalimat.

Tidak ada rekaman terkait presentasi mereka di depan kelas. Namun, refleksi umum dalam Gambar 5 di bawah ini mungkin bisa memberi sedikit gambaran. Dengan membandingkan kedua refleksi di atas, dapat diketahui bahwa mahasiswa ini mengalami kemajuan cukup pesat dalam hal keterampilan presentasi. Di awal semester dia menulis "*The biggest problem in my life is present in English language*". Di akhir semester dia menulis, "*My teacher said that my presentation is a nice presentation although on this topic there is a vote (to choose) which one (is) the best presenter and the winner is not me, but I am sure that actually I am the best.*" (Kesalahan tata bahasa dari mahasiswa sendiri.)

Refleksi di Topik 1 (refleksi pertama)	Refleksi umum di akhir semester
<p style="text-align: center;">REFLECTION FOR THE TOPIC 1 COMPANY PROFILE</p> <ul style="list-style-type: none"> ● What is difficult in this topic: It's the first time I met with Mr. Sugeng, yes like usually I don't like English lesson, I am afraid, I am so scary with English. When Mr. Sugeng speak in English it is make me feel so worry with this lesson. "What are he talking about? Why must using English? Why? Why? Why?" My comment in my brain. I found some trouble here. How to adapting with a new teacher, friends and the way to teach by Mr. Sugeng (discuss, consultation, presentation). The biggest problem in my life is present in English language. ● What is easy in this topic: in last semester I also study about company profile with Mrs. Titien. So, nothing difficult about this topic. ● What is useful in this topic: in my opinion it can train us how to present about company profile, because we are a marketer student. And this one is very-very important to us. ● What is useless in this topic: WHY MUST PRESENT IN FRONT OF THE CLASS ALONE? It is make me nervous, confused and can't sleep a night before I present. But actually nothing useless about this topic. ● What is life lesson u can get: understand about company profile very interested. We can know the history, the discoverer and so on. Like what I did to my boy friend. The other side, my self confidence increase. I can handle my nervous and I can sleep at night after I present. 	<p style="text-align: center;">GENERAL REFLECTION</p> <p>A. Which topic do you like most? Why? Advertising campaign, because it is a new English lesson which is not made me feel boring. When I present I showed some advertisements (printed, audio and video advertisement). All of my friends focus on my presentation and give applause to me and my partner.</p> <p>B. Which topic do you hate? Why? Price and Pricing Policy (topic 3), because I must study hard to this topic and when I want to present I get headache. How poor I am...?</p> <p>C. What is your best work (topic assignment) in this class? Topic 2 about Products, because I present very clearly. My teacher said that my presentation is a nice presentation although on this topic there is a vote which one the best presenter and the winner is not me, but I am sure that actually I am the best. hehehehehe</p>  <p>The right page features a hand-drawn reflection with several stickers. At the top, the title 'GENERAL REFLECTION' is written in red, dripping paint. Below the text, there are three stickers: a Coca-Cola logo, a yellow smiley face, and a photo of a person. At the bottom, there is a sticker with the word 'AXIS' and a colorful graphic.</p>

Gambar 5. Perbandingan refleksi pertama dan terakhir

Kesimpulan

Larsen-Freeman (2012) melakukan refleksi terhadap artikel yang dia terbitkan pada tahun 1987. Pangkal pemikiran Larsen-Freeman pada artikelnya tahun 1987 adalah pengajaran bahasa selalu berkembang dari satu prinsip menuju prinsip lain, dari satu praktik penerapan satu metode berubah untuk mengikuti metode yang lain, demikian dan seterusnya. Larsen-Freeman (1987) berpendapat bahwa pengajaran bahasa memiliki tiga aspek: (a) pengajar bahasa, (b) pembelajar bahasa dan (c) bahasa/budaya. Untuk lebih jelasnya lihat Gambar 6.



Gambar 6. Tiga aspek pengajaran bahasa (menurut Larsen-Freeman, 1987)

Dalam artikel itu dikatakannya bahwa pengajaran bahasa telah bergerak mulai dari tahun 1962 sampai 1987 dari satu prinsip atau metode menjadi banyak ragam prinsip atau metode tergantung pada aspek mana dari segi tiga itu yang ditekankan, apakah pengajar/guru, pembelajar/siswa, atau bahasa/budaya. Namun, di penghujung tahun 2012 dia mengatakan bahwa gambar itu tidak bisa lagi digunakan untuk menjelaskan fenomena di dalam pengajaran bahasa saat ini. Keragaman masih ada; tetapi, tidak dalam posisi berhadapan-hadapan dengan kesatuan. Temanya sekarang, menurut dia, keragaman dalam kesatuan. Di dalam era seperti sekarang ini, pengajar, pembelajar, dan bahasa tidak bisa berdiri sendiri. Pengajar, misalnya, pada saat yang sama harus mau menjadi pembelajar. Dan pembelajar pun harus mau mengambil tanggung jawab atas kemajuan belajarnya sendiri.

Perlu disadari bahwa setiap pengajar dan pelajar adalah milik budayanya. Bahasa

adalah kekayaan suatu budaya. Maka perbedaan budaya pembelajar dan pengajar bahasa mempengaruhi keberhasilan pengajaran bahasa. Oleh karena itu, tidak setiap metode yang berhasil di belahan dunia Barat akan berhasil diterapkan di Indonesia. Dengan demikian, metode yang kita pakai di dalam kelas tidak harus murni metode yang kita impor utuh dari Barat atau bahkan Timur. Teori linguistik berkembang dan kepopulerannya berganti-ganti. Demikian juga kepopuleran metode dan prinsip pengajaran bahasa juga datang dan pergi. Itu tercermin jelas di dalam kurikulum pengajaran bahasa Inggris di SLTP dan SMU kita. Penulis setuju sekali dengan apa yang dikatakan oleh Effendi Kadarisman bahwa pengajaran bahasa Asing bisa mengambil teori dari aliran linguistik mana pun yang penting sesuai dengan tujuannya. Kadarisman tidak menolak bahwa eklektisme seperti ini memiliki sisi negatif dan positif. Dengan mengutip (Hammerly 1982: 24-5), Kadarisman mengatakan:

"the bad or misguided eclecticism looks like a desperate attempt to solve an L2 teaching or learning problem: trying everything in the hope that something will work. On the other hand, the good or enlightened eclecticism is an effective, well-guided attempt to select a method or a technique from any linguistic theory the teacher is truly familiar with for the purpose of solving a teaching or learning problem at hand."

Upaya yang dipaparkan di sini adalah upaya untuk mencapai eklektisme yang tercerahkan tersebut.

Terakhir, dapat disimpulkan bahwa pengajaran ESP berbasis proyek dengan *blogging* ternyata meningkatkan di empat bidang, yaitu: (a) kemampuan bahasa, (b) penguasaan bidang keahlian (konten), (c) kerja sama, serta (d) pelajaran hidup. Unsur *blogging* berguna untuk menarik dan mempertahankan minat pembelajar yang masih muda dan menyukai internet. Oleh karena itu, kami merekomendasikan pemakaian tugas proyek dan *blogging* dalam pengajaran bahasa

asing. Dalam tingkat yang lebih sederhana, proyek ini bisa juga dipahami sebagai tugas. Silabus mungkin harus diubah menjadi berbasis konten, mungkin juga tidak. Setiap situasi memiliki ciri khasnya dan sebaiknya kita selesaikan berdasarkan kekhasan itu.

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LAMPIRAN 1
English for Marketing - Course Outline
“English for Marketing Class Blog”

Dear students,

Thanks for the enthusiastic session we had last week. This is the course outline for your reference.

Purpose

The purpose of this course is to equip the students with the necessary English skills to write and communicate and give presentation on general topics of marketing in English. The class program consists of class activities, blog project and final report. Below is the description.

I. English for Marketing Class Activities

The class activities would consist of writing exercises and presentation. Writing exercises are done in collaboration with peers and/or teacher on specific topics. The presentation is done based on the writing to the class. For the presentation, PowerPoint presentation is a must. Presentation should be conducted totally in English.

The topics are:

- Companies (types, products, activities, responsibilities, etc.)
- Products and prices
- Consumer segmentation
- Consumer behavior
- Promotion/marketing strategies
- Selling strategies

For each topic, the students shall do at least internet research about a particular company and collect data about the aspects of the company related to the topic. For example, for topic 2, a student may research Unilever (company), and write report about its products and prices. To give a deeper dive, students can write about particular products out of all the products. (The students data and opinion about a particular aspect is to be written in the blog project.) After the report is agreed by the teacher, the students develop a PowerPoint presentation to be presented in the class. The total score for this part is 30 points.

II. English for Marketing Class Blog

(Thanks to Jeffrey Hill, of Normandy Business School in Le Havre, France for this activity idea. I copy your idea here :-) for my classes. - <http://escmarketing.blogspot.com/>. See also http://jeffreyhill.typepad.com/english/normandy_business_school/)

Each student is required to create a blog for this course. The blog should provide an insight into the chosen topic and act as a forum for discussion. We shall be using Blogger for this project as it is free, user-friendly and hosted. All students must post at least one new entry to their blog each week. Posts must relate to the chosen topic and should contain what experts say and their original commentary. Quotes from other sources must be clearly identified and, wherever possible, linked to. Students must also post at least one comment per week on their classmates' blogs. These are minimum requirements and further posts/comments are to be encouraged. Students will also be responsible for responding to any comments posted by classmates (or the teacher) on their own blog. A links list should be created on the blog with links to sites relevant to the chosen topic. Links may point to web sites, other blogs or articles. Each class member is required to subscribe to all of the other class members' blogs using Bloglines, a news aggregator. This means that each blog will need an RSS feed, something which Blogger creates automatically.

These are what you should have to do by the end of next week.

1. Signed up for a Blogger account.
2. Chosen a topic and created your blog.
3. Made a post introducing yourself and first posting of your topic.
4. Send the URL to me.
5. Put a site feed link in your sidebar
6. You should be able to:
7. Post a photo on your blog
8. Place a link within a post.
9. Add links to your sidebar.
10. Subscribe to your classmate's blog.

From now until the end of the course you should make a minimum of one post per week. You should also leave a comment on at least one other blog. There will be a prize for the best blog. The winning blogs will be selected by the class members and teachers.

Tips:

- Remember that the best blogs are personal. People want to hear what you think.
- Try to vary the types of posts you make. Keep your posts relatively short: 10 lines maximum.
- Use the spell checker.
- Don't be afraid to experiment.
- The credit for this blog project is 50 points.

III. English for Marketing Class Article

Final report is an article made individually by the students at the end of the course. This article can be a rewriting of the blog entries or entirely new article made from the scratch.

The credit for this article is 20 points.

LAMPIRAN 2

Customer Segmentation and Behavior: Learning Guide

Dear students of 3A and 3E,

Greeting from Brisbane!

Now we combine two topics, Customer Segmentation and Customer Behavior. The reason is that these are closely related and we are run out of time. The time duration is two weeks.

For this topic, our purpose is to see the market segmentation of certain product(s) and the typical customer behavior for that product(s). Finally, in your opinion section, you will comment whether the product packaging, placement, distribution, selling strategy, etc. are already suitable or not. If not, you can suggest improvement.

To help you approach this task, you may answer the following questions or instructions:

1. Find the pictures of the product and its various packaging.
2. Who produced it?
3. Read the writing on the packaging. Who do you think the target market? Why?
4. Remember the advertisement. Try to find the example. Who do you think the target market?
5. Now list the target market based on the sex, age, income, place of living, etc.

"Consumer behavior" is about how consumers acquire, consume and use your products.

To approach this topic, pls answer the following questions: (Visit these pages for your reference: <http://www.consumerpsychologist.com/> and <http://www.consumerbehavior.net/>)

- how consumers think, feel, reason, and select between different alternatives (e.g., IM3, Mentari, etc for mobile service operator). For example, students select mobile operator based on the price.
- how the consumer is influenced by his or her environment (e.g., culture, family, signs, media). For example, students choose a certain mobile operator based on their own judgment. Rarely are they influenced by friends or family.
- How do consumers behave while shopping or making other marketing decisions. For example, students buy the product in nearby kiosk, no need to go to elite places.

After you answer all these questions, summarize the answer in one writing and end the writing with your opinion whether:

- a. the product's packaging, placement, distribution, advertisement, etc. are already suitable with the targeted market?
- b. the targeted market is already suitable, or there must be some extension or shrinking of the market?
- c. you have any suggestion or not?

For class Class 3E, you have to try answer these questions in the classroom on Tuesday, 4 November 2008. For 3E, presentation is on Friday, 7 Nov. and blogging is to be done on Saturday, 8 November.

Schedule for work: Class date activity

3E 4 Nov. Classroom discussion and drafting with the question guide.

3E 7 Nov. Classroom presentation and discussion

3E 8 Nov. Posting to the blog and comment

3E 14 Nov. Classroom presentation and discussion

3E 14 Nov. (night) End of posting to the blog

Good luck everybody.

Best greeting from Brisbane.

Sugeng

ERRORS MADE BY ACADEMICIANS IN WRITING JOURNAL ARTICLES

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ABSTRACT

Writing and publishing journal articles is challenging and yet developing the academicians' way of thinking to get not only the value of writing process but also recognition from others. However, there are a lot of difficulties encountered including grammatical and syntactical problems. This study focused on analysing the errors made by academicians when writing journal articles and identifying the influencing factors for the errors made. This case study was conducted by examining ten journal articles written by non-English Department lecturers. The error analysis on the journal articles included the sentence types, the sentence logic, and the sentence errors. Then, further analysis was made regarding the possible influencing factors on the errors made. Findings show that the most frequent sentence type was complex sentences. In terms of sentence logic, the numbers of sentences written correctly were in a high percentage and the most of sentences were also well structured. In other words, the sentence logic in the journal articles was considered as good. In addition, the most common errors found in the journal articles were more related to the use of conjunctions. The influencing factors for the errors included the lack of assessment of the writing quality and lack of extensive editing on the part of the journal editor. In conclusion, the authors were suggested to take editing services for reviewing process or to ask for assistance from experienced colleagues for several revisions in order to improve the quality of journal articles and avoid unnecessary errors.

Key words: *Sentence Types, Sentence Logic, Sentence Errors, Peer Review*

I. INTRODUCTION

Writing academically is often viewed as a difficult task. There are several difficulties that commonly should be dealt by academicians such as making grammatical and logic sentences, creating good contents, presenting the whole research or essays engagingly, understanding certain ways of academic writing, and allocating time for revising. In spite of those difficulties, all academicians should write all academic writing in different forms in order to fulfill their assignments or their final requirement for graduation. In addition, they share the same duty which is publishing a journal article.

Writing and publishing journal articles is challenging and yet developing the academicians' way of thinking to get not only the value of writing process but also recognition from others. It is challenging because the academicians as authors attempt to prove their ability in integrating knowledge and information in their writing and persuade readers to believe in what they write (Bruce, 2008; Richards, 2008). It also gives an opportunity for the authors in developing their multiple skills. Moreover, if the journal articles contain important and interesting results, it has high probability that other authors will cite the author's works. In other words, authors as researchers are able to be recognized by other

researchers. Hence, Thyer (2008) stated that publishing journal articles is viewed as a rapid medium of disseminating the results of research because it is able to be accessed from all over the world. It is in line with Murray (2005) who emphasizes on the importance of writing for others through journal articles. In publishing journal articles, lecturers and students might work individually or collaboratively. In addition, if they work separately, it will have a lot of works that should be done by themselves but if the work together, they will share some works.

In order to publish journal articles, the academicians should understand how to create good journal articles is but some of them are not able to meet such an expectation. They realize that their writing should follow some characteristics of academic writing such as formality, detachment, tentativeness, objectivity, rigor, and clarity (Monippally & Pawar, 2010). However, they frequently make some errors in writing. The common errors usually found in writing are sentence fragments, parallelism, and run-on sentences as cited in Oshima and Hogue (2007).

Some studies have been conducted focusing the most frequent sentence type used and errors found in varied academic texts such as essays, theses, journal articles and so forth. Cahyono, Mukminatien, and Amrina (2016) investigated Indonesian undergraduate students' argumentative essays that found complex sentences as the most frequent sentence type used in the essays. Jalal (2012) also analyzed sentence errors made by English Department students. He identified that the sentence errors found in the bachelor theses were coherence, sentence structure and sentence logic. Another study by Wilcox, Yagelski, and Yu (2014) shows that the most common errors were spelling, capitalization, and some punctuation errors. Then, Napoles, Cahill, and Madnani (2016) analyzed essays written by English-language learners taken from corpus and evaluated them in order to find some errors and some distance between errors in sentences using Natural Language Processing (NLP) tools. The findings were multiple grammar errors in ungrammatical sentences found in the essays. The focus of the

last study was examining language errors made by Thai EFL students who joined the Writing II course (Sermsook, Liamnimitr, & Pochakorn, 2017). The results showed that a certain tendency of errors such as punctuation, articles, subject-verb agreement, spelling, capitalization, and fragment found in their writings.

All the previous studies mentioned above analyzed sentences errors made by English Department students as the subject of the study. Also, all the academic texts that had been analyzed were in English. However, this present study attempts to analyze journal articles written by non-English Department lecturers in Indonesian Language. Furthermore, the major objectives of this study were to evaluate the quality of sentence structures in terms of sentence types, sentence logic and sentence errors and seek the influencing factors for the errors made in the journal article writing.

II. REVIEW OF LITERATURE

2.1 Definitions and Purposes of Academic Writing

Academic writing is defined as a set of conventions that should be followed by academicians and it is also considered as a tool for integrating knowledge to readers (Murray, 2005; Monippally & Pawar, 2010). Academic writing is also viewed as a special genre of writing that has its own set of rules and practices (Browker, 2007). The general aim of academic writing is to disseminate research information and persuade readers to believe in their research information (Richards & Miller, 2008; Thyer, 2008). It is in line with Monippally and Pawar (2010) that state academic writing as a medium of communicating scientific knowledge. Meanwhile, a specific purpose for writing journal articles for lecturers and students is to develop career, gain recognition for their works, increase personal satisfaction, contribute knowledge, and build university's status (Murray, 2005).

2.2 Characteristics and Structure of Journal Articles

In order to create good academic writing, the characteristics of academic writing should be thought carefully namely audience,

purpose, organization, style, flow, and presentation based on Swales and Feak (2004). After considering those characteristics, the structure of academic writing should be followed; journal articles typically have a standard structure which are called as IMRAD that stands for Introduction, Method, Result and Discussion (Swales & Feak, 2004). In addition, Hall (2003) highlights titles, abstracts, and conclusions as important sections for accompanying IMRAD as a standard structure. Furthermore, the journal articles are mostly presented with more terminologies, long noun phrases, and complex sentences, hence the language used in the journal articles becomes denser as cited in Monippally and Pawar (2010) and Buckingham (2015).

2.3 Sentences

In order to identifying sentences in the journal articles to each sentence type, this present study can be classified into four sentence types, which are simple sentences, compound sentences, complex sentences, and compound-complex sentences, according to the framework of Oshima and Hogue (2007) and Alwi et al. (2003). The definitions of the sentence types: 1) simple sentences consist of subjects and verbs or one independent clause; 2) compound sentences contain at least two independent clauses combined with coordinators; 3) complex sentences are composed of one independent clause and one or more dependent clause(s) connected by subordinators; and 4) compound-complex sentences has at least three clauses that consist of any combination of dependent and independent clauses. Furthermore, some sentence structures in the sentence types are viewed as the most difficult sentence structure because those have complicated constructions such as sentences with three or more clauses, sentences with adverbial clauses with temporal and causal conjunctions, and sentences with center-embedded relative clauses according to Zipoli (2017). After categorizing sentences, the sentences will be categorized into logical sentences or illogical sentences. Sentences will be categorized into illogical sentences if the sentences are detected having one or more errors. The errors are classified into four sentence errors namely syntactical errors,

errors in parallelism, conjunction errors, and punctuation errors based on Oshima and Hogue (2007). Syntactical errors are related to sentence fragments; it occurs when a sentence does not have a subject or a verb or does not express a complete thought (an incomplete thought). Errors in parallelism are related to listing, comparing or contrasting items of clauses in sentences (Oshima & Hogue, 2007). It occurs when the grammatical patterns of each clause do not have the same patterns or do not have the same parts of speech (e.g. noun, verb, prepositional phrase). Errors related to the use of conjunctions occur when words, phrases, clauses or sentences are joined incorrectly. Errors in the use of punctuations are highlighted as follows: 1) a sentence is not ended by a full stop (.) or no punctuation mark in the end of sentence; and 2) sentences are joined incorrectly.

2.4 Peer Review of Journal Articles

In submitting the journal articles, an important process should be followed namely peer review. Peer review is defined as a process when a manuscript is thoroughly read and constructively criticized by knowledgeable experts in a specific field before publication (Chichester & Wool, 2017). Souza, Kulkarni, and Cerejo (2018, p.3) state that "every journal has its own specifications about submission requirements, formatting style, and presentation". In addition, Chichester and Wool (2017) also highly suggest that authors to ask help trusted and experienced colleagues to read the manuscript draft of their journal article and give constructive criticism on it before it is submitted to a journal. A series of criteria should be fully comprehended by the authors. The criteria are divided into two main categories namely assessment of article and assessment of the report (Sizo, Lino, Reis, & Rocha, 2018). The following description of the two categories are below.

1) Assessment of Article

This category evaluates the content and the format of articles that is consisted of four other criteria. Each criterion has its own focuses and aims.

a. Content quality

It is related to the content of the journal articles. Identifying inconsistency and

ambiguities in all parts of the journal articles (e.g. review of literature, methods, findings and discussion) is the main purpose of this criterion.

b. Impact Quality

The impact quality is a reviewer direct judgement towards the journal article regarding the relevance and significance of the issues that should give positive impact to certain field of study. This criterion also evaluates research questions, research design, and statistical analysis.

c. Ethics Aspects

Ethical issues are assessed by reviewers and managed by editors in order to keep the credible reputation of the journal. It focuses on references, conflicts of interest, plagiarism and redundancies or duplicate content.

d. Writing Quality

Clear and succinct organization of the journal articles will help the readers to understand the content of journal articles. The writing style including lexical and grammatical errors also will be assessed by the reviewer in order to decide whether the journal articles have good flows or not. However, several journals do not actually concern with spelling or grammar.

2) Assessment of Review Report

a. Written in a positive tone

The reviewers will give constructive criticism and maintain it in a positive tone in order to respect the authors and avoid the damage of the credibility of the journal.

b. Well-presented and organized

The reviewers and editors will easily identify, assess, and decide the well-structured review report. There are "major points", which correct the important issues in the study and "minor points", which highlight minor corrections that should be revised by the authors. (Chichester & Wool, 2017).

2.5 Authors' Perspective on Academic Publishing

The perspectives of authors on publishing journal articles have significant roles since those are able to provide some considerations for other authors, who will submit and publish their work to certain journals. According to Souza et al. (2018), there

are several difficulties faced by the authors in submitting and publishing their journal articles; the difficulties are the preparation for the manuscript, the incomplete guidelines or unclear instructions, and their awareness of citing is high but their awareness of practices is low. In addition, authors should wait 6 to 9 months after their journal articles are accepted because some of the journals might do extensive editing (Kennedy, 2018). However, he emphasized that some of the journals do not do extensive editing. The extensive editing itself contains ensuring logical organization, language and terms, clarifying meanings, correcting grammar and sentence structure that is occupied by developmental editors as cited in Kennedy (2018). Furthermore, Sizo et al., (2018) empathized some problems in the peer review process such as 1) diversity of review evaluation system, which are specific to certain journals and disciplines and 2) an absence of certain references that possibly weakens the quality of assessment reports.

III. METHOD

The case study was employed in this present research that focused on identifying sentence types, sentence logic, sentence errors found in journal articles. Several possibilities of the influencing factors in making the errors were further discussed in the study.

As cited in Cohen, Manion and Morrison (2000), they argue that a case study is used to show a more general principle and give a real example that aims to make readers understand ideas clearly. In other words, this study attempted to show the general principle of sentence structure and presented real sentence errors made by academicians when writing journal articles. There were ten journal articles written by non-English Department lecturers taken as the samples. Five journal articles were taken from the Mathematics Department and the others were taken from the Engineering Department. All the journal articles were written in Indonesian language. Some data were the findings of a study by Analisti, Riesky, and Imperiani (2011).

This study was also supported by a descriptive qualitative method. According to Hancock, Ockleford, and Windrirdge (2009), a

qualitative method focused on description and interpretation. Specifically, this study focused on the description and the interpretation of the quality of sentence structures including sentence types and sentence logic and the influencing factors for errors made in the writing of journal articles. In addition, simple descriptive statistics was also used in this study to simplify the process of interpreting the data. As stated in Schreiber (2008, p.1), descriptive statistics is able to be joined with qualitative design because "it constitutes a mathematical summarization of the data where a large number of observed values are mathematically converted to a few numbers". In this case, the large number of sentences were converted into percentages.

Four steps of analysis were followed, including identification, categorization, mapping, and synthesizing. The identification occurred when all sentences in the journal articles were given a number that aimed to show the number of sentences appearing in all journal articles. After doing identification, the categorizing step was begun by classifying sentences into four sentence types (simple sentences, compound sentences, complex sentences, and compound-complex sentences) as based on the framework proposed by Alwi, Dardjowidjojo, Lapoliwa, and Moeliono (2003) and Oshima and Hogue (2007). In terms of sentence logic, sentences were categorized into logical sentences and illogical sentences, then the illogical sentences were divided into four categories, which were syntactical errors, parallelism errors, conjunction errors, and punctuation errors. The third step was the mapping step in order to seek particular patterns regarding sentence structure. The last step of the data analysis was synthesizing; the steps included elaborating, explaining, interpreting certain patterns with some related theories and relevant previous studies and found in the mapping step. The last step has the major aim to answer the research questions in this study.

Finally, upon the completion of analysing the articles, possible causes or factors of the errors made were drawn, with the basis of several underlying theories of error analysis.

IV. FINDINGS AND DISCUSSION

Findings show that most sentences made by respondents were complex sentences (67.2%). Simple sentences positioned the second with the percentage of occurrence of 21.5%. The use of compound sentences was quite low with the percentage of occurrence of 6.5% while compound complex sentences was the least frequently used (4.8%). That complex sentences were mostly used by the respondents may indicate the language used was quite dense. This was in line with Buckingham (2015) who identified that the language used in journal articles becomes denser when journal articles have more terminologies long noun phrases and complex sentences. In addition, the frequent use of complex sentences may also indicate that the respondents tended to follow academic writing style to use longer and complex sentences (Monippally & Pawar, 2010). This finding is similar to the findings of several studies (for example, Mukminatien & Amrina, 2016; Jalal, 2016) that complex sentences were the most frequent type used by students in their academic writings. Furthermore, the varied use of sentences types in the journal was very good, following the general rule of academic writing. This could maintain the flow of ideas to intensify the points and sustain the interest of the readers.

Regarding the sentence logic analysis, findings show that most sentences (86%), which were 1033 sentences, were logic while 14% or 171 sentences were illogical. Respondents could correctly combine clauses and sentences, creating compound and complex sentences. The subject-verb agreements were mostly found correct as well. The same was true with the use of correct and appropriate complements, adverbs, subordinate conjunctions, and coordinators. Parallelism could be maintained very well, and this may be used in expressing ideas of equal weight and emphasizing important information or ideas in correct ordering. This was done following academic writing theory, such as the one stated by Aaron (2015).

The error analysis on the illogical sentences shows that the most frequent sentence error made was the one related to the use of

conjunctions; this error occurred 79 times or 41% of all occurring errors. The second most frequent error was the errors in using punctuations with the percentage of 28%. This was followed by syntactical errors with the percentage of 21%. The least frequent sentence error was that related to parallelism with the percentage of 10%.

The result indicates that conjunctions were still used inappropriately in sentences, it means that two or more clauses failed to be combined by coordinators or subordinators. It is in line with Zipoli (2017) that states sentence structure with complicated constructions such as sentences three or more clauses, sentences with adverbial clauses with temporal and causal conjunctions, sentences with center-embedded relative clauses are considered as the most difficult sentence structures. In other words, the error in using conjunctions possibly occurs since the use of conjunctions in sentences has a certain difficulty. However, it can be avoided by practicing writing. The result of this present study is also similar to the result of research conducted by several researchers (Wilcox et al., 2014; Napoles et al., 2016; Sermsook et al., 2017) that found the error use of conjunctions were commonly found in academic writings.

Regarding the influencing factors for the errors made in the journal articles, several possibilities are presented in this study based on studies focusing on peer review process since all the journal articles had been published in certain journals. In peer review process, every journal has its own specifications related to submission requirements, formatting style, and presentation (Souza et al., 2018). It will be the same for the journals chosen by the lecturers for both Departments. However, the results of errors in sentences made in the journal articles indicate that some problems should be detected in peer review process because those errors could be corrected by the authors if there were assessment of article and review report given by reviewers according to Chichester & Wool (2017). They also explain that writing quality including lexical and grammatical errors is one of the aspects assessed by the reviewers in article assessment but some journals do not actually concern with

spelling or grammar; after finishing the assessment of article, the reviewers will give the assessment of review report including notes related to the major and minor mistakes that should be corrected by the authors. In other words, the journals might not have the process of assessment of article specifically in the writing quality assessment or the journals do not focus on the assessment of writing quality. In addition, it is possible that there was no assessment report written by the reviewers for the authors. It is in line with Kennedy (2018) who argues that some of journals do not do the extensive editing, which contains ensuring logical organization, language and terms, clarifying meanings, correcting grammar and sentence structure, occupied by developmental editors. In short, two factors might influence the errors made in the journal articles related to the issue of assessment of article in this case writing quality and the journal articles are lack of the extensive editing.

V. CONCLUSION

Overall, it can be concluded that the occurrence of complex sentences as the most frequent sentence type indicates that the respondents had attempts to follow academic writing style that suggests the use of longer and complex sentences in order to present a complete presentation of an idea. In terms of sentence logic, the quality of sentences in the journal articles is quite good since most of sentences are written correctly and well structured. Meanwhile, the occurrence of some illogical sentences reflects weaknesses in terms of the use of correct conjunctions and punctuation as well as shows syntactical errors and parallelism errors. Furthermore, these errors might be caused by two influencing factors which included lack of assessment and evaluation and lack of extensive editing. Thus, it is highly suggested that the authors take editing services for the reviewing process or ask experienced colleagues for several revisions in order to improve the quality of journal articles and avoid unnecessary errors.

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A CRITICAL REVIEW OF GARDNER'S AND DORNYEI'S MOTIVATIONAL ORIENTATIONS

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ABSTRACT

Motivation has been long regarded as one of the prominent factors affecting second language acquisition. Numerous studies have been conducted to see what plays the most important role in learning a language over the years (Dornyei, 1994, p.273). The studies of L2 motivation were mostly inspired by the works of two psychologists, Robert Gardner and Wallace Lambert, with their socio-psychological approach (ibid). This paper will focus on the notions of integrative and instrumental motivational approach in accordance with Gardner's and Dornyei's view, their relevance in today's society, and empirical studies being conducted within this field. It appears that each study in L2 motivation offers different result and each researcher offers different theoretical framework in which it portrays the nature of motivation as being dynamic and not restricted (Dornyei, 2006). However, it can be argued that the notion of integrative and instrumental motivation contribute a huge influence on L2 motivation research over the past decades. With the development of L2 motivation research, it is expected that more practical guidelines in improving learners' motivation in classroom context will be uncovered.

Key words: *motivational orientation, instrumental motivation, integrative motivation*

I. INTRODUCTION

Motivation has been long regarded as one of the prominent factors affecting second language acquisition. Numerous studies have been conducted to see what plays the most important role in learning a language over the years (Dornyei, 1994). The studies of L2 motivation were mostly inspired by the works of two psychologists, Robert Gardner and Wallace Lambert, with their socio-psychological approach (ibid). This paper will focus on the notions of integrative and instrumental motivational approach in accordance with Gardner's and Dornyei's view, their relevance in today's society, and empirical studies being conducted within this field.

Integrative and instrumental motivation

The notions of "integrative" and "instrumental" motivational orientations were first introduced in the late 50s by Gardner and Lambert (Lamb, 2004, p.4). Under the socio-psychological framework, Gardner proposed these two notions to understand different motivation language learners typically have. Learners are said to be 'integratively motivated' when they learn a language because of a personal interest towards particular people and culture being represented by this particular language group, such as learning English due to one's personal interest in British culture (Gardner and MacIntre, 1991). Meanwhile, instrumental motivational orientation is defined as 'practical advantages and values' when someone learns a new language (Lambert

1974), such as learning English to pass an exam or simply to get a higher salary (Ghanea, et.al., 2011).

In Gardner and Lambert's earlier work (1959, 1972), these two notions were said to be good predictors of second language learners' achievement, and that integrative motivational orientation would be a better predictor than instrumental motivational orientation. The justification is based on the fact that learning language is different from learning Math or other subjects, in which one needs to be involved not only in cognitive and linguistic capacity, but also social, historical, emotional, and cultural aspect of the language being learned (Kramsch, 2001) or as what Gardner claims as taking 'behavioral characteristics of another language group' (Gardner, 2001).

Although this framework received a huge attention from the researchers and influenced the studies within this field (Dornyei, 1994), it is seen to be too dominant in which alternative approaches have not been seriously considered, and therefore, provides an 'unbalanced picture' of motivation research (Crookes and Smith, 1991, p.502). Only in the 1980s, some marking shifts emerged. Au (1988), through her work, revealed that integrative motivation lacks generalisity, and not empirically supported. Other studies revealed a contrast result where instrumental orientation predicts second language achievements as well or better than integrative orientation (Lukmani, 1972; Chihara and Oller, 1978; Oller, Hudson, & Liu, 1977). Gardner's framework is also seen as insufficient to generate practical guidelines in foreign language classroom since it focused more on general motivational components instead of foreign language context (Dornyei, 1994). Although the ideas of socio-psychological approach generated in Canada, some Canadian researchers also questioned the precise definition of integrative motivation in certain context (Clement et.al., 1994). Others view integrative motivation fits only in ESL context and not to be applied in EFL context, where learners have limited access to L2 communities (Dornyei, 1990).

Concerning these issues, Gardner and MacIntre (1991) propose a change in their views of integrative and instrumental motivational orientation, in which they state that motivation is dynamic and that the old representation of integrative and instrumental orientations are restricted and too static. They also highlight the difference between orientations and motivation. Orientations refer to reasons for learning a second language, and the motivation refers to efforts to learn the language. They conclude that both integrative and instrumental motivation can affect L2 learning, and that integrative and instrumental orientations will not necessarily influence the learning process (ibid, p.70). From this point onwards, sociocultural model widened the research agenda. Second language learners' motivation is seen in different light with the emergence of less static views on motivation. Motivation does not only reside in the individual but also in the interaction happens between individuals and the environment, hence, socio-cultural environment may affect learners' motivation in learning a new language (Hickey, 1997).

Subsequently, Dornyei (2005) proposed 'L2 Motivational Self System' as an attempt to understand L2 motivation in which he set out different perspectives to view integrative and instrumental motivation into three components; Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience. The notion 'ideal L2 self' refers to L2 specific aspect of 'ideal self' representing any attributes one would like to possess (Dornyei and Csizer, 2006, p.16). For example, ideal self in the context of mastery of L2 is someone who is competent in L2 which can also be described – using Gardner's term- as having 'integrative' disposition. In addition to integrative motivation, internalised instrumental motivation also belongs to this dimension. L2 ideal self is seen as a powerful driving force because of the desire to lessen the gap between the actual self to ideal self. Another self-dimension proposed in this framework is 'L2 Ought-to L2 Self' which refers to more extrinsic instrumental motivation. This notion correlates with Higgins' ought-to self that concerns with 'one ought to possess to avoid

negative outcomes and meet expectations', such as obligations and duties. The last self-dimension is called 'L2 Learning Experience' which regards to executive motives for immediate learning experience and environment, L2 learning experience relates to the impact of curriculum, teacher, peer group, and also one's past success (Dornyei and Csizer, 2006, p.29).

As mentioned above, there are some notable differences in the way Gardner and Dornyei define interactive and instrumental motivation. First, Dornyei equates what has been typically addressed as integrative motivation with the 'ideal L2 self', a term which is previously brought by Higgins (1987), instead of sticking with Gardner's view. Second, Dornyei also divides instrumental motivation into two types and puts it into different self-dimension; a) instrumental motives with promotion focus, such as learning English to get a higher salary, correlates with ideal L2 self, meanwhile, b) instrumental motives with prevention focus, such as learning English in order not to fail an exam, correlates with ought-to L2 self. By this interpretation, Dornyei elaborates the meaning of these notions without contradicting relevant empirical studies in the past years (Dornyei and Csizer, 2001, p.456).

Relevance to today's globalised society

There have been some major changes from the moment the notions of integrative and instrumental motivational orientations were born. The ideas to clearly identify language being associated with particular culture or communities seemed relevant as English was used only by particular communities and, therefore, the status of language and how much contact between the groups are considered as necessary (Clement and Kruidenier, 1983; Gardner, 2001).

However, given the context of today's globalised society, these two notions are likely irrelevant. Since the users of English has increased rapidly toward a probable two billion with less than fifth of the total using it as their first language, the uses and functions of English become unrelated to the speaker's nationality (Crystal, 1985). Warschauer (2000,

p.512) highlights that globalization has brought English to a new paradigm where it is shared amongst a group of non-native speakers and no longer dominated by British or Americans. With the emergence of Global/World Englishes, English is no longer seen as particular communities' language, instead as a medium for an international communication (Dornyei and Csizer, 2006). It is very likely that English learners may not associate it with particular geographical or cultural communities, but with spreading English as the main language in international business, world travel, technological innovation, and other aspects of globalization (Lamb, 2004).

For example, in a study conducted in Jordania, Kaylani (1996) found it difficult to find the integrative motivation among his average male students. Rather than associating English or American culture, they identified themselves as part of international English-speaking communities. Another study of Japanese university students by Yashima (2002) found similar results where the students are motivated to learn English since English is symbolised as the language of the world. A question raised; is the term integrative motivation untenable for World Englishes speakers?

Regarding this matter, Coetzee-van Rooy (2006) states that based on findings of empirical studies and review of theoretical criticisms, integrative motivation/ integrativeness is untenable for World Englishes' learners. Therefore, Dornyei and Csizer (2002) point out the need to re-examine the term 'integrativeness' in accordance with the uses and functions of today's globalised English by referring to their work of L2 Motivational Self System which they consider as more dynamic and are able to accommodate World Englishes' speakers.

Empirical studies on integrative and instrumental motivation

Gardner's and Lambert's integrative and instrumental motivation has become one of influential theoretical frameworks within L2 motivation research. The popularity of this framework may partly due to its 'simplicity', its

'intuitively convincing' character, and also the fact that these two notions did emerge in numerous empirical studies of L2 motivation (Dornyei, 1994, p.274). The initial research was conducted by Gardner and Lambert (1959) on 11 Canadians learning French in Montreal in search of the relationship between language aptitude, attitudinal and, motivational characteristics towards learners' achievement. The study indicates that learners' achievement corresponds with the willingness to communicate for being able to communicate better with French communities.

Several studies using this framework have been conducted afterwards in Canadian context (Gardner and Smytk, 1975; Smythe, Stengett and Feenstra, 1972; Feenstra and Gardner, 1968) and in American context (Gardner and Lambert, 1972). Through these studies, Gardner found that students' success and failures in their second language achievement are related to whether they want to become part of French culture or not. Similar studies focusing on other languages were also conducted, such as Gardner and Santos (1970) who investigates the relationship between high school students' attitudes and achievement in English in the Philippines, and Anisfeld and Lambert (1961) who explores the relationship between attitudes and learners' achievement in learning Hebrew in Montreal. These studies demonstrate a correspondence between integrative and instrumental motivation and second language outcomes, even though the pattern resulted in Gardner and Lambert's first study does not always emerge.

These studies also include the development of the Attitude/Motivation Test Battery (AMTB) which resulted in a revised model which is termed as socio-educational model (Gardner, 1978). This model contains five elements; (1) cultural beliefs from a social milieu, (2) motivation as a source of individual differences, (3) formal and informal learning situations, and (4) linguistic and nonlinguistic outcomes. Au (1988) offers five hypotheses towards this model. First, an integrative motive associates positively with L2 learners' achievement (the integrative motive

hyposthesis). Secondly, the development of integrative motive is influenced by learners' cultural beliefs as well as the degree of correspondence between integrative motive and learners' achievement (the cultural belief hypothesis). Thirdly, learners with integrative motives are successful as they are active learners (the active learners' hypothesis). Fourth, integrative motivation is seen as a cause, while L2 achievement is an effect (the causality hypothesis). And, lastly, integrative motivation and aptitude are independent aspects of L2 learning (the two-process hypothesis).

Three empirical studies conducted by Au (1988), Gardner (1985), and Oller (1981) to support these hypotheses found controversial results, mainly in the causality hypothesis and the integrative motive hyposthesis. Oller (1981) points out the unstable non-linear functions that differs among contexts, individuals, and learning tasks. Regarding this criticism, Gardner no longer emphasises the superiority of integrative motivation towards instrumental motivation or other types of motivation, but states that integratively motivated learners may be more successful than those who are not motivated (Gardner, 1988, p.106).

With the inconsistent findings of studies of integrative and instrumental motivation, Dornyei highlights the need to re-examine these two notions in the field of L2 motivation research. Dornyei conducted a large-scale study which involves 13,391 eighth graders, in which he proposed L2 Motivational Self System in conditions where any integration or identification to L2 communities is not desirable (Dornyei and Csizer, 2006). Dornyei also conducted a research on 200 Hungarian EFL learners which resulted in three types of motivation constructs among the learners; integrative motivation which is similar to Gardner's framework, linguistic self-confidence which correlates with previous study conducted by Clement et.al., (1994), and appraisal of the classroom environment –a novel finding- which supports the existence of pedagogical extension in motivation research (Dornyei and Csizer, 2008).

Conclusion

It appears that each study in L2 motivation offers different result and each researcher offers different theoretical framework in which it portrays the nature of motivation as being dynamic and not restricted (Dörnyei, 2006). However, it can be argued that the notion of integrative and instrumental motivation contributes a huge influence on L2 motivation research over the past decades. With the development of L2 motivation research, it is expected that more practical guidelines in improving learners' motivation in classroom context will be uncovered.

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