

ISBN: 978-602-52550-2-1

THE 1ST ANNUAL NATIONAL SEMINAR
ON EDUCATION, LANGUAGE,
LITERARY STUDIES, AND CULTURAL STUDIES.

NATIONAL SEMINAR PROCEEDING
MULTICULTURALISM

Editors:

Dr. Rudy, S.S., M.A.

Sri Ninta Tarigan, S.S., M. Hum.



1st NATIONAL SEMINAR PROCEEDING : MULTICULTURALISM



THE 1ST ANNUAL NATIONAL SEMINAR
ON EDUCATION, LANGUAGE,
LITERARY STUDIES, AND CULTURAL STUDIES.

NATIONAL SEMINAR PROCEEDING
MULTICULTURALISM

Editors:
Dr. Rudy, S.S., M.A.
Sri Ninta Tarigan, S.S., M. Hum.



SUSUNAN KEPANITIAAN SEMINAR NASIONAL 23 NOPEMBER 2018

FKIP UNIVERSITAS PRIMA INDONESIA:

- | | |
|---------------------|---|
| 1. Penasehat | Dr. Christmis Novalinda, M.Kes. |
| 2. Penanggung Jawab | Dian Syahfitri, SS., M.Hum.
Dr. Petrus Purwanto, M.Pd. |
| 3. Ketua | Natalia Widya Pasca Tarigan, S.Pd., M.Hum. |
| 4. Sekretaris | Yenita Sembiring, SS., M.Hum. |
| 5. Editor | Dr. Rudy, SS.,M.Hum.
Sri Ninta Tarigan, SS., M.Hum. |

Kata Pengantar

Puji dan syukur tercurahkan kepada Allah, Tuhan Yang Mahakuasa atas izin-Nya prosiding ini dapat diterbitkan. Prosiding ini merupakan kumpulan makalah pada *The 1st Annual National Seminar on Education Language, Literary Studies, and Cultural Studies* bertema “Multiculturalism, yang diselenggarakan oleh Prodi Pendidikan Bahasa Inggris, FKIP Unpri pada tanggal 23 November 2018. Karya ilmiah di dalam prosiding ini dipublikasikan berdasarkan persetujuan dari penulis dan telah melalui proses rewiu dan penyuntingan, namun isi sepenuhnya menjadi tanggung jawab penulis.

Tema tersebut dikembangkan dan disampaikan oleh pembicara kunci, yaitu Prof. Amri Saragih, Ph.D. (Universitas Negeri Medan), Dr. Rasiah, M.Hum.(Universitas Halu Oleo), Dr. Rudy, M.A.(Universitas Prima Indonesia), Muh. Arif Rokhman, Ph.D.(Universitas Gajah Mada), dan Dr.Erikson Saragih, M.Hum. (Universitas Prima Indonesia).

Publikasi karya ilmiah dalam prosiding ini merupakan representasi tema dalam seminar ini yang diharapkan mampu menyampaikan berbagai temuan riset dan pengalaman dalam upaya pemecahan permasalahan jati diri bangsa dan krisis identitas di tengah dahsyatnya arus globalisasi.

Akhir kata, saya mengucapkan terima kasih kepada semua pihak yang telah berpartisipasi pada *The 1st Annual National Seminar on Education Language, Literary Studies, and Cultural Studies* dan mengizinkan tulisan yang telah disunting oleh editor untuk dimuat dalam prosiding ini.

Medan, 23 November 2018

Dekan FKIP

Dian Syahfitri, M.Hum.

TABLE OF CONTENTS

MULTICULTURAL SOCIETY AND MULTICULTURALISM IN LITERATURE, AND THE IMPLICATION TO THE EDUCATION R a s i a h	1-14
THE IMPACT OF AMERICAN HORROR MOVIES ON BEHAVIOR Rudy	15-25
IMPLEMENTATION OF SCHOOL PRINCIPAL ACADEMIC SUPERVISION Ahmad Zulham Rambe ¹ , Irsan Rangkuti ² , Aman Simaremare ³	26-40
ANALYSIS OF IMPELMANTATION OF PRINCIPALS' TASKS IN IMPLEMENTING ACADEMIC SUPERVISION ACTIVITIES IN SMA SWASTA SISINGAMANGARAJA TANJUNGBALAI Hasnah Arfah	41-51
DEVELOPMENT OF MANAGEMENT MODEL TO BUILD STUDENTS' SELF RESILIENCE FROM DRUG ABUSE Japar Sidik ¹ , Rosmala Dewi ² , Irwandi ³	42-58
THE ANALYSIS OF CODE MIXING USED BY JUNIOR HIGH SCHOOL STUDENTS Retno Apridhayati ¹ Sri Ninta Tarigan ²	59-68
SPEECH FUNCTION "KICK ANDY" TALK SHOW PROGRAM ON METRO TV, INDONESIA Sisila Fitriany Damanik ¹ T. Silvana Sinar ²	69-81
"MAHANGKE" FOKLORE OF KARONESE ETHNIC AS A LITERATURE'S OBJECT LEARNING Sri Dinanta Beru Ginting ¹ Bambang Nur Alamsyah Lubis ²	82-87
SPEECH FUNCTION AND PROCESS IN HOAX IN SOCIAL MEDIA Sri Ninta Tarigan ¹ , T. Silvana Sinar ²	88-94
THE EFFECTIVENES OF WORD GAME TEACHING TECHNIQUE TO THE TENTH GRADE STUDENTS OF SMK SANDHY PUTRA 2 MEDAN Yenita Br Sembiring. "P cwrk"Y Q0Vctki cp	95-103
IMPLEMENTATION OF COUNSELING GUIDANCE MANAGEMENT Ruth Vitriani Ginting	104-115
EUPHEMISM BETWEEN JAVANESE PARENTS TO THEIR THREE-TO-	116 - 123

FIVE-YEAR-OLD CHILDREN Kartina Rahmadhani Rambe	
‘America in the eyes of the Others’: A comparative study between <i>Bulan Terbelah di Langit Amerika</i> (Moon split on America’s sky) and <i>Saffron Dreams</i> Muh Arif Rokhman	123-130

**IMPLICATIONS OF LEARNING THEORIES
IN CLASSROOM LEARNING PRACTICE**
Erikson Saragih

131-144

THE IMPACT OF AMERICAN HORROR MOVIES ON BEHAVIOR

Rudy

Universitas Prima Indonesia

Email: rudyl@unprimdn.ac.id

Abstract

This study is to find out the reason people enjoy watching horror films and the impacts they can get regarding the character shaping. The research was conducted toward 60 respondents (from the first year of college students) by interviews. The gathered data were interpreted by applying Hall's theory of representation. The study can reveal that horror films show two kinds of representations - emotional expressions and rational thoughts. The representation of pleasure is reflected through shock and fear as excitement as well as sensation whereas the representation of rational thoughts is seen through the concepts of attitude and fantasy. Therefore, the two representations can help people see the way horror movies affect one's attitudes which will have an impact toward his or her behavior.

Key words: horror, American horror films, representation, behavior

I. Introduction

Nowadays watching western (American) films has become a common activity among young people or teenagers. Many of them enjoy doing it as a hobby. Others watch movies as a way to relax. Some people do it for a trend. However, there are no doubts that Hollywood movies can attract people around the world to enjoy the incredible American creation from cowboys to super heroes. Various kinds of film genres produced by American film industries are spread all over the world. Because of their important role in society, movies need to be explored further (Buckland, 1998: 1).

Among those movie genres, horror films have been popular from time to time. In other words, behind the creepiness, American horror movies can still impress many movie lovers. This can be seen through the enthusiasm of movie goers. Some popular horror movies in 2000s such as *Insidious*, *The Conjuring*, and *Annabelle* have successfully attract a lot of audiences. In spite of the fact they give the spooky feeling to many people, they still wait for the sequels of those horror movies. Therefore, many horror films directors keep creating the sequels with more spectacular and creative visual and audio effects. As a result, people are attracted to watch horror films although horror genres such as stories ghosts or evil spirits which consist of eerie or fearful scenes. This can be related to the point mentioned by Cawelty (1976: 47) that audiences gladly show great interests apart from the fright they experience in their imagination.

In Indonesia, for instance, the coming of American horror movie sequels has also become a magnet to drag many people, especially youngsters to watch horror films. This condition shows that people can actually obtain something from watching horror movies. Thus, it is interesting to understand the connection between horror films and audience. In other words, this kind of movie may bring impacts to the people who watch it. In order to specify the discussion, this study focuses on the American horror movies and the impact to the audience. It intends to figure out what horror films represent and how can these movies affect the audience. This study can be practically useful to help people understand better about the role of horror films in society so that people can learn more valuable points of watching such films. Theoretically, this study aims at

presenting another theoretical perspective which may contribute to the development of cultural and literary studies, media studies, etc. Besides, it also helps people gain more understanding and knowledge about some aspects of horror films.

The primary data needed for analysis are gathered by interviewing 60 students of the second semester from English Department, The Faculty of Teaching and Education, Universitas Prima Indonesia. The collected data are useful to show the students' responses toward the American horror movies such as *The Conjuring* (2013), *Annabelle* (2014), *The Conjuring II* (2016), *Annabelle: Creation* (2017), etc. American horror films are commonly found in cinemas and are often popularly promoted through social media. The data are analyzed by sorting out the reactions of respondents. By this way, this study can show the reason they enjoy watching horror movies as well as the impact they get after watching them. Additionally, the use of Hall's Theory of Representation is also necessary in the study to interpret the respondents' answer. Hall (1997:19) explains that objects, pictures, or ideas can be categorized as symbols which can be defined and described. In other words, the Theory of Representation can pave a way to construct perspectives or concepts from the data.

The first part of the study serves as an introductory section which covers the background, the objectives, the use, and the methods of the study. Parts two to four are the discussions which present the result discussion as well as the data analysis. Finally, the study also includes the brief review of findings along with the suggestions.

II. Defining Horror Films and Shaping Behavior

Horror films in this study can refer to the films with horror genre. To start understanding the definition of horror, the term 'gothic' needs to be present. C. W. B. Bigsby (1987: 105) explains "By the end of the century it implied the whole paraphernalia of evil forces and ghostly apparitions." From the statement above, people can somehow understand that 'gothic' stories are commonly associated with horror genres. However, 'gothic' style was first used in novels. Some well-known American writers such as Edgar Allan Poe, Herman Melville, Washington Irving, etc. However, gothic style in literature has been strongly associated with darkness and ghosts. Consequently, people can easily relate those situations to horror genre. This has brought an impact to the development of movie genre.

Horror genre is somehow various. People commonly will think of certain situations which can cause fear if the term 'horror' appears. However, the most common horror genre in films are those which depict events beyond people's knowledge such as supernatural experience, ghosts, evil spirits, demons, monsters, etc. Goldstein (2007:66) explains that the belief of supernatural power is found in many countries in this world. This culturally gives impacts to people's perspectives on the existence of ghosts and demons. For instance, many horror films shows that some characters are possessed by evil spirits and those spirits take control of their bodies. This possession behaviors are also commonly depicted in many American horror films. Regarding this, in almost every culture, there is some kind of fright of the end of life, the force beyond humans' ability, or supernatural power (Jones, 2005: 3; Grider, 207:138). Therefore, most horror films center on supernatural events intend to raise the fear of audiences. So, the beliefs of ghosts and supernatural experience are used by many film directors in films.

The existence of horror genre in movies has contributed to film industries all around the world, especially America movie industries. In fact, this kind of film keep developing (Coleman, 2011:115; Goldstein, Grider, and Thomas, 2007:6; Prohászková, 2012:138). Horror films are produced by movie industries because they can make profits in sales (Adi, 2011: 32). This shows

that film industries can always count on horror genre movies to gain advantages because they can attract many audiences to watch. This can also be seen from the fact that horror films from other countries such as Japan and Thailand are quite interesting. For example, a popular Japanese horror film *Ring* (1998) and *Ju-on* (2002) were remade by America with the title *The Ring* in 2002 and *The Grudge* in 2004. Thai horror movie entitled *Shutter* (2004) has been one of the most successful horror film. It was remade by America in 2008 with the same title. Jones (2005: 51) uses the term “The Asian Boom” to describe that situation because according to Jones, through the digging into the American urban myths and Asian culture, some directors started putting forward themes on Asian spiritual and supernatural myths. This indicates that horror myth can be used to show the culture of each country.

Indonesia as a home for various ethnic groups and cultures has many kinds of horror myths and legends. Many creative film directors have seen this opportunity as a way to show local myths in films. Several Indonesian horror movies such as *Kuntilanak* (2006), *Jailangkung* (2017), *Pengabdi Satan* (2017), etc. have been popular in the country. The film *Pengabdi Setan* has even been released in Singapore, Malaysia, Japan, and United States with the title *Satan's Slave*. Indonesian culture with the myths such as female ghost called “*kuntilanak*” or a ghost covered by shroud called “*pocong*” can somehow be popularized through these films. So, even though the definition of horror is somehow various, the horror movie in this study is defined as films depicting ghosts, evil spirits, demons, etc. as the antagonists.

Apart from being an entertainment business, horror films may have an impact toward someone's life. People who watch horror movies do not only enjoy the shocking terror or fear, but they can also feel that the shock can somehow make them learn something. Therefore, there may be certain characteristics that people can grow when they watch horror movie especially, horror movie-goers. Story-telling for example, has a role in someone's life. It was a means used to tell about the life of Native American Indians in the form of narratives (Wong, 1992:9-10). When watching movie, people get a story. Abrams et.al. (2001:92) explain a movie acts as a medium with a language as a way to narrate a particular story. Since film can be seen as a way to tell a story, there will be some values to convey to the audience individually or generally. However, an audience can also construct a meaning from what he or she has watched (Fiske and Hartly, 2003: 98). In other words, the horror films they watch may give an impact to the way they behave.

People who watch a horror movie may describe certain conditions they experience and they can learn from what they feel. Therefore, people who watch films will explain how they think and express their feeling in the movies they watch (Watson, 2003: 9). In other words, by watching horror films, people may grow certain kinds of thoughts which may actually influence the way they behave. By this way, it will be a part of their identity. For instance, a person who enjoys watching horror films may somehow get used to eerie sounds or places that perhaps can be scary for others who are not used to watching films on ghosts. Additionally, from the research conducted for the study, American horror movies that the respondents watch may signify image of pleasure and rational thoughts.

III. The Representation of Pleasure

Since horror film can be a medium which can show people's emotion, there is some kind of pleasure that people can get. So, horror movies may reflect pleasure. Even though a person who watches a horror movie may react differently, commonly, people get the feeling of shock and fright. The research shows that most of the respondents watched American horror movies –

The Conjuring, *Insidious* and *Annabelle* though they did not specify which sequels of those horror films they watched. However, the research shows that those three American horror movies have been popular among the respondents. About 50% of them had watched *The Conjuring*; *Insidious* had been mentioned by 25% of them; and finally, the other 25 % had chosen *Annabelle*. From the data above, the most frequently mentioned American horror movie among the respondents was *The Conjuring*. This somehow reflects that the respondents (college students) are mostly attracted to American horror movies. This may be influenced by the development of communication technology such as social media which can be used to promote new films.

As most college students rely on social media to keep them up-dated, American horror movies may also be popularized through social media such as Facebook, Twitter, or Instagram. Looking back at the beginning of the year 2000, the rapid progress of technology certainly brought significant changes to every aspects of human's life including the film industries. People who enjoy horror movies can always count on the Internet to search for the horror films they have been waiting for (Jones, 2005:50). In fact, people enjoy watching horror movies because they have imagined and further expected the kind of horror they want. Therefore, horror film directors must put more efforts to satisfy the filmgoers. (Adi, 2011:101). This may be connected to the reason the respondents chose *The Conjuring*. Thus, among the titles of American horror movies mentioned by the respondents, *The Conjuring* was the most popular. This condition shows technology in communication has actually led people to see more cultures and to get certain influences from other cultures (Storey: 2003:107). Regarding this, most filmgoers who watch horror movies tend to express their pleasure through the feeling of shock and fear.

3.1. Shockas Excitement

The shock that people experience when they watch horror movies represents the emotion expression. The shock discussed in this part refers to the loud and scary sounds of horror films. It is true that every horror movie (especially on ghosts, evil spirits, etc.) creates sounds from certain objects to raise the creepy atmosphere. This can somehow be the point that many people avoid watching horror movies. Sound produced by a horror films may vary from the sound of wind blow to the cracking sound of wall. For example, Grider (2007:155) describe certain sounds such as a mysterious voice from the house or the sound of metal object shaking one another are the characters of scary sounds used in horror films.

The result shows that about 43 out of 60 respondents admitted that the horror movies they had watched actually made them frightened. The fear they had experienced when watching is actually an essential point for the study. It is true that people express different kinds of emotions when watching. However, when watching a horror movie, one may express his or her fear. This is because a horror film is a kind of genre which is strongly connected to one' mental and emotional characteristic (Morgan, 2002:91). Being shocked is a common condition experienced by most people who watch horror movies. There is no doubt that current cinemas have been equipped by incredibly qualified sound systems, motion pictures as well as film screens.

The sound effects in most horror movies are normally set to surprise. Based on the data, the respondents who did not want to watch a horror movie a horror movie again were sure that the sound of the film gave them a great shock. For instance, Freeland (2007:61) illustrates:

Sometimes loud bird cries are juxtaposed with sheer silence when we might expect screaming, and this is also eerie. Some scenes are dominated by an odd whirring sound, others by high-pitched siren-like wailing. The characters hold their heads and try to plug their ears against the assault of noise.

The description above shows that sounds of horror films intend to create a shock to the audience. In fact, sounds play an important role. Sounds created by “poltergeists” can even give more shocks because they are described as invisible creatures and tend to show their existence by creating moving or swinging the surrounding objects which create sounds (Thomas, 2007:103). By this way, horror movies can attract more people to feel the thrill.

Most respondents (43 students) agreed that the sounds from the horror films they had watched made them shocked. In other words, the combination of sounds and scary visualization of horrible creature is the primary factor which gives a shock to people who watch horror movies. This happens because sound and visualization which occur at the same time play an important role in shaping people’s reactions based on their experience (Prohászková, 2012: 136). This tells that getting shocked when watching a horror film is seen as one of the main important points.

The sound that people hear from the horror films may actually give them excitement. The scream of a frightened girl, the banging on the door, the horrible howling of wolves, the sound of wind blow through the windows of an old haunted house, etc.intended to increase the spooky atmosphere can raise people’s curiosity. The sound which gives a shock to people who watch horror films may represent the unusual fright. Shocking sounds which gradually turns into fright is a process related someone’s experience. In fact, French, (2001:5) mentions that different kinds of material energy can make an impact on human’s seeing and hearing senses which can be transferred to certain parts of the brain to influence human beings to have a vision and hearing something unusual. This condition may happen to anyone in any situations.

Therefore, besides, being spontaneously shocked by the sudden scream in a horror film, people may somehow relate this event to the previous experience they have had. By this way, they tend to feel curious of what will occur next. Regarding the feeling of shock that people get from the sound of the horror films, there is a point which is related to the character among people. It signifies that the shock when watching a horror film can be considered as some kind of excitement, especially teenagers. The recent horror films such as *The Conjuring* (2013), *Annabelle* (2014), *The Conjuring II* (2016), *Annabelle: Creation* (2017), etc. have been creatively supported by creepy sounds which give goose bump to many moviegoers. It can be proven that many young people tend to choose current horror films (Fischhoff, Dimopoulos, Nguyen, and Gordon, 2003: 401). As a result, the horror movie they watch will turn into more exciting. Thus, any shockingly scary sounds created in horror films can actually signify the excitement for moviegoers.

3.2. Fear as a Sensation

The representation of pleasure can also be seen through the fear. There are some points to specify when it comes to fear. In general, people may fear when watching horror films, even if some of them do not feel that way. The fear feeling is still the main concern in this study. Fear is an essential, powerful and old natural feeling that all humans have in order to react to threats (Gürson, 2011:208; Prohászková, 2012:132). The result of the research shows that almost all respondents revealed that they felt scared when and after watching the horror films. Further, Gürson (2011: 211) explains that the feeling of fear happens in people’s mind is related to the culture. this means that each country with its various culture has different kinds conditions that make people who live in it fear. However, the most obvious example of fear that people have is the fear of ghosts.

The settings and the ghost characters make them fear. Many of them even said that recalling the scary scenes of the horror movies would actually make them fear more, especially

when they were alone at their houses or at some other places where they believed to be haunted. For instance, many ghost stories show that houses are believed to be the places where ghosts haunt even though they might be seen in other places such as old mansions, schools, jungles, etc. (Grider, 2007:143). Therefore, it is common that a horror film shows haunted places and horribly scary figures (Freeland, 2007:55). In other words, a horror movie is identical with places or creatures which are intended to haunt.

The fear that people have may vary. People tend to be afraid of something out of their control. Horrible depictions of ghosts, evil spirits, or demons are mostly scary to many people. Dein (2012:63) points out that many people express their fear toward paranormal experience. It is true to say that myths or ghost legends are found in almost every culture in the world. Every country has its own ghost stories or ghost characters. What actually makes people fear ghosts is that the belief of supernatural power that the ghosts have. Myths from many cultures pass a story that a ghost-spirit can possess human's body and take the whole control of the person. This condition is frequently and popularly depicted in horror films (Hills and Schneider, 2007:84; Goldstein, Grider, and Thomas, 2007: 6). Thus, many people often believe that human beings can be attacked by invisible ghost spirits and that thought makes them fear. Such mythical experience is constructed in entertainment media such as films or TV as a horror genre to attract people (Norden, 2007: xvii).

However, from the research results shows that respondents who admitted that they were scared when watching horror films still wanted to watch another horror movie. Despite the fact that they fear, about 44 respondents out of 60 said that they would still enjoy watching another horror movie because it is challenging. The condition above reflects that the fear people express can be seen as some kind of sensation. This sensation is essential to grow one's satisfaction. Even if the respondents of this study admitted that they would feel scared at the time they watch or after watching the horror films, they obtained the sense of being entertained.

There is a research conducted by Bosco showing how ghost story-telling among young people in Hong Kong can impact their perceptions. According to Bosco (2007: 786) though stories on ghosts can be perceived as youth culture in Hong Kong, many of them still feel afraid to retell the stories. This helps people understand that the fear they have toward ghosts from media (films, TV or stories) creates a special space for horror as a particular ambience that can give sensation to people. In other words, people may see horror atmosphere or paranormal experience makes them feel the sense of being haunted. This kind of feeling is not always associated with risks, danger, or mental disturbance.

In fact those spiritual or paranormal conditions that people fear are related to spontaneity(Dein, 2012:68). Although in daily life, many people try to avoid something scary, terrifying, and tense (Prohászková, 2012: 140)people may still consider the fear they obtain from watching horror movies as some kind of thrill. So, the fear that people get when they are haunted by the image of ghosts or horribly scary places from the horror films can signify that they feel a sensation. Apart from the common perspective that being haunted is somehow not a positive feeling, this can reflect a signwhich has certain significant points behind it (Hatfield, 2011: 78). For this reason, a ghost film is never an out-dated genre in popular culture because it is an attractive product to sell to moviegoers (Goldstein, 2007: 191).

There is no wonder that horror films such as *The Conjuring* (2013), *Annabelle* (2014), *The Conjuring II* (2016), and *Annabelle: Creation* (2017) create incredibly terrifying ghost-house setting because according to Grider (2007: 160) a spooky house is a significant point of popular culture in the United States. This shows that ghost films will never lose their

fans. Additionally, this study can also point out that fear depicted from horror movies can somehow be general for all cultures. For example, Indonesian moviegoers who watch American horror films or vice versa may feel scared because the horror setting as well as ghost characters intended to raise up people's fear are universal. Additionally, based on Aristotle's perception, when people get some emotional experience they want, they may feel happy (Tamir, Schwartz, Oishi, and Kim, 2017: 1457). This condition tells that people who watch horror films because they can get pleasure from the shock and fear.

IV. The Representation of Rational Thoughts

Besides the representation of pleasure, horror films can also represent logical thoughts ghost characters. It may seem uncommon to relate ghosts or any paranormal phenomena to logical sense. However, this part of the study is not to prove the existence of ghosts or spirits. It may seem impossible to know whether such things really exist (Bosco, 2007:803-804; Goldstein, et.al., 2007:4). As a matter of fact, the depictions of ghosts discussed in this study can be perceived as a cultural construction. Therefore, stories, legends, literature, films or TV series on ghosts, evil spirits, etc. may somehow reflect the rational thoughts. It is not to say whether or not that the invisible creatures (ghosts or spirits) are real. However, a horror movie may signify some true and rational thoughts about people's reactions toward it.

Myths or legends on supernatural creatures have always been a part of society. For example, it is said that the stories on supernatural power, ghosts and so on has been spread and become some kind of tradition for many people in America and England (Goldstein, 2007: 66). Therefore, the analysis reveals that the depiction of ghosts of horror films can represent rational thoughts. This section specifically highlights the essential values that people can acquire when they watch horror films. The points discussed in this section are rationally shown by the respondents from the research. The representation of rational thoughts can be seen through the following points.

4.1. The concept of Attitude

Based on the research result, there were several kinds of attitudes that the respondents mentioned regarding the impact of watching horror films. The attitude discussed in this part is related to certain conditions that people may learn as a result of watching horror films. As the point mentioned previously, there were many respondents mentioned that they had found horror movies challenging. Thomas (2007:59) mentions that young people who connect paranormal experience to cultural values, natural world and individuals can be useful to modify their concentration and feelings from fright to critical thoughts such as overcoming the fear or anxiety in themselves. In relation to the reactions from the respondents, challenging they mentioned is seen as a way to stabilize their emotions. In other words, the idea of being challenged as the result of watching a horror film is regarded as an attitude that people set toward horror situations (paranormal experience or any scary situations).

Regarding the feeling of being challenged, horror films which portray creepy atmospheres and scary ghost characters may reflect that people commonly confront and overcome the danger and threats around them by growing courage (Freeland, 2007: 56; Grider, 2007: 144) in order to cope with their fear feeling (Neuendorf and Sparks, 1988: 25). In other words, the depiction of ghost characters scaring off the audience may signify that people have frights and worries in their mind and trying to learn how to cope with those threats. The respondents said that the ghost films could be challenging, they showed an attitude that they need

to put efforts to handle their fright. By this way they may control the fright and act carefully in any situations.

This condition can tell that people can challenge themselves to overcome their fright by simply watching a horror film. Therefore, the data acquired from respondents who were also college students can actually indicate that the feeling being challenged is somehow connected to the reactions after watching a horror movie. Those who decided to watch another horror movie may grow the thought that it could help them learn to be braver since it is challenging. There have been studies clearly showing that media such as film or TV can certainly entertain as well as giving an impact to someone's behavior (Cortés, 2000: 67). In relation to perceiving the feeling of being challenged in watching films on ghosts, respondents believe that it may influence their behaviors. For example, some of the respondents agreed that the challenge they get from watching a horror film would help them be more careful in their daily life.

Besides, the respondents who commented watching horror films as a challenge added that being used to watching horror films may help them minimize the fear. The frequent shocking scenes presented in horror movies may gradually make get used to it. Therefore, they are willing to watch other horror films. In other words, it may turn fear to self-control – the ability to control their fear or the feeling of being shocked. However, only some admitted that they remained scared when watching horror films. This happens because they don't get used to watching horror movies. Thus, the most important thing to note is that when they get used to it, they can grow some kind of self-control and carefulness which can give an impact to their behavior.

4.2. The concept of Fantasy

The representation of rational thoughts may also be seen through fantasy. It is commonly accepted that fantasy is the opposite of logical thinking. However, horror films which depict certain scary figures which certain incredibly magical power can somehow construct an image in people's mind about having the similar power, particularly when those people are weak (Fischhoff, Dimopoulos, Nguyen, and Gordon, 2002: 23). Advanced technology has created certain supernatural effects in horror films (Goldstein et. al, 2007:2) can actually support people's fantasy as it can be considered as a way of entertaining people (Grider, 2007: 138). We commonly understand that the presence of invisible creatures such as evil spirits, demons, ghosts, etc. is the most significant point in a horror genre.

Horror films have always been popular because such films can fulfill people's taste. Taste can signify attitude and behavior of people in society, so horror films (as popular fiction) are created not only for art but it also intends to satisfy people's needs and to give knowledge to people (Adi, 2011: 70-73). This is clear that even if ghosts, evil spirits, or supernatural power are imaginative, people still enjoy fantasizing those eerie situations and ghost stories for every culture always has myths or legends on ghosts.

Additionally, these ghostly characters are also strengthened by supernatural power to attack human characters in the movie. However, it is important to note that no matter how scary it is, horror is just one of the genres in films. It is culturally constructed by humans and changeable (Mittel, 2004:1). When people watch a horror film, they are actually aware of the fact that the ghosts are the creativity of people behind the screen. Therefore, this kind of genre is known as one of the most popular, particularly among teenagers (Kovanen and Kotilainen, 2018: 39). In other words, despite the fact that horror films are scary, people can actually see that the supernatural aspects, eerie atmosphere and ghosts depicted in the films contain entertaining values which may be useful to attract audience.

Moviegoers who enjoy watching horror films will always have a mindset that the choice they make is based on what they want to fantasize. It means that depictions of ghosts, evil spirits, etc. seem to satisfy their fantasy, popular culture such as films or TV see that it is an opportunity to fulfill people's dream (Goldstein, et. al., 2007: 4-5). Thus, this study reveals that such a film is in fact a way to rationalize the mythical things such as ghosts, evil spirits, monsters, vampires, etc. In other words, it gives knowledge to people that such characters are scary and harmful but they are created to fulfill people's fantasy.

The image of ghost is commonly considered negative in most cultures. This is probably because fear that people have about death is somehow still dominating. For example, people especially those who hold eastern culture perceive death as something sacred (Gürson, 2001: 213; Gao and Zeng, 2017: 163). As a result, there may grow some kind of image that death is frightening and the spirits of dead people may haunt. Because of this cultural belief, horror genre can play a role as a platform for people to enter to the world of imagination to see how spirits of dead people can possess; how ghosts can harm and so on. However, people who watch horror films may have their own different reasons and which they cannot even explain (Prohászková, 2012: 141). No matter what it is people who watch a horror film may see it as a way of escaping from the reality or fantasizing something related to supernatural world, death, etc. Thus, watching a horror films is in fact a way to rationalize the mythical aspects of human's life which may somehow be visible only in films.

V. Conclusion

As one of popular genres of film, a horror movie which depict ghosts, demons, evil characters, etc. has become one of the favorites types among young people. Myths or legends from different cultures are basically useful in horror film making. Therefore, each country has its own characteristics of horror films. As a tool of entertaining as well as making profits, horror film makers must be creative to attract audience. As a result, people who watch a horror film may find it interesting.

This can be seen through the analysis that a horror film shows the representation of pleasure. This means that people enjoy the shock and fear as some kind of excitement and sensation at the same time. As a result, watching a horror film is regarded as a challenge. Those who get used to it may watch to watch another horror movie again because they can feel excited.

Additionally, horror films also represent a rational thought which is seen through the concept of attitude and fantasy. People learn that watching a horror film is a challenge so, if they can get used to it, they can handle the fright. This, however, is helpful to contribute to people's behavior such as self-control and carefulness. Besides, the images of ghosts, spirits, supernatural power etc. are created to fulfill people's satisfaction as well as to entertain. It lets people fantasize as a way to escape from the reality and to rationalize the myths.

References

- Abrams, N., I. Bell, and J. Udris. 2001. *Studying Films*. New York: Oxford University Press Inc.
- Adi, I. R. 2011. *Fiksi Populer: Teori dan Metode Kajian*. Yogyakarta: Penerbit Pustaka Pelajar.
- Biggsby, C. W. E. 1987. *A Dictionary of Modern Critical Terms*, R. Fowler (ed.). New York: Routledge & Kegan Paul Ltd.
- Bosco, J. 2007. "Young People's Ghost Stories in Hong Kong" in *The Journal of Popular Culture* 40 (5): 785-807.
- Buckland, W. 1998. *Teach Yourself: Film Studies*. Chicago: Contemporary Books.

- Cawelty, J. G. 1976. *Adventure, Mystery, and Romance: Formula Stories as Art and Popular Culture*. Chicago: The University of Chicago Press.
- Coleman, R.R. M. 2011. *Horror Noire: Blacks in American Horror Films from the 1890s to Present*. New York: Routledge.
- Cortés, C. E. 2000. *The Children are Watching: How the Media Teach about Diversity*. New York: Teachers College Press.
- Dein, S. 2012. "Mental Health and the Paranormal" in *International Journal of Transpersonal Studies* 31 (1): 61-74.
- Fischhoff, S., A. Dimopoulos, F. Nguyen, and R. Gordon. 2003. "The Psychological Appeal of Movie Monster" in *Imagination, Cognition and Personality* 22 (4): 401-426.
- Fiske, J. and J. Hartley. 2003. *Reading Television*. London: Routledge.
- Freeland, C. 2007. "Natural Evil in the Horror Film: Alfred Hitchcock's *The Birds*" in *The Changing Face of Evil in Film and Television*, M. F. Norden (ed.). Amsterdam: Rodopi B. V.
- French, C.C. 2001. *Paranormal Perception? A Critical Evaluation*. London: The Institute for Cultural Research.
- Gao, D.U. and Zeng, Y. (2017) "Ghost Culture, Face Culture and Illusion of Demand—A Cultural Perspective of Pension Real Estate" in *American Journal of Industrial and Business Management* 7: 160-169.
- Goldstein, D. E., S. A. Grider, and J. B. Thomas. 2007. "Introduction: Old Spirits in New Bottles" in *Haunting Experience: Ghosts in Contemporary Folklore*. Logan: Utah State University Press.
- _____, D. E. 2007. "The Commodification of Belief" in *Haunting Experience: Ghosts in Contemporary Folklore*, Goldstein, D. E., S. A. Grider, and J. B. Thomas (eds.). Logan: Utah State University Press.
- _____, D. E. 2007. "Scientific Rationalism and Supernatural Experience Narratives" in *Haunting Experience: Ghosts in Contemporary Folklore*, Goldstein, D. E., S. A. Grider, and J. B. Thomas (eds.). Logan: Utah State University Press.
- Grider, S.A. 2007. "Children's Ghost Stories" in *Haunting Experience: Ghosts in Contemporary Folklore*, Goldstein, D. E., S. A. Grider, and J. B. Thomas (eds.). Logan: Utah State University Press.
- Gürson, P. 2011. "Fear Culture" in *International Journal of Humanities and Social Science* 1 (4): 208-213.
- Hall, S. 1997. "The Work of Representation" in *Representation: Cultural Representations and Signifying Practices*, S. Hall (ed.). London: Sage Publications.
- Hartfield, D.J. 2011. "The Ghost Object: Haunting and Urban Renewal in a 'Very Traditional Town'" in *Journal of Archeology and Anthropology* 75: 71-112.
- Hills M. and S. J. Schneider. 2007. "The Devil Made Me Do It!: Representing Evil and Disarticulating Mind/Body in the Supernatural Serial Killer Film" in *The Changing Face of Evil in Film and Television*, M. F. Norden (ed.). Amsterdam: Rodopi B.V.
- Jones, A. 2005. *The Rough Guide to Horror of Movie*. New York: Rough Guides Ltd.
- Kovanen, M. and S. Kotilainen. 2018. "Transcultural Perspective in Teaching Children's Horror Films" in *International Journal of Media, Technology and Lifelong Learning* 14 (1): 31-42.
- Mittel, J. 2004. *Genre and Television: From Cop Shows to Cartoons in American Culture*. New York: Routledge.

- Morgan, J. 2002. *Biology of Horror: Gothic Literature and Film*. Illinois: Southern Illinois University Press.
- Norden, M. F. 2007. "Introduction" in *The Changing Face of Evil in Film and Television*, M. F. Norden (ed.). Amsterdam: Rodopi B. V.
- Prohászková, M. V. 2012. "The Genre of Horror" in *American International Journal of Contemporary Research* 2 (4): 132-142.
- Storey, J. 2003. *Inventing Popular Culture: From Folklore to Globalization*. Oxford: Blackwell Publishing.
- Tamir, M., S. H. Schwartz, S. Oishi, and M. Y. Kim. 2017. "The Secret of Happiness: Feeling Good or Feeling Right?" in *Journal of Experimental Psychology: General*. 146 (10): 1448-1459.
- Thomas, J. B. 2007. "Gender and Ghosts" in *Haunting Experience: Ghosts in Contemporary Folklore*, Goldstein, D.E., S. A. Grider, and J. B. Thomas (eds.). Logan: Utah State University Press.
- _____, J. B. 2007. "The Usefulness of Ghost Stories" in *Haunting Experience: Ghosts in Contemporary Folklore*, Goldstein, D.E., S. A. Grider, and J. B. Thomas (eds.). Logan: Utah State University Press.
- Watson, R. 2003. *Film and Television in Education: An Aesthetic Approach to the Moving Image*. London: The Falmer Press.
- Wong, H. D. 1992. *Sending My Hearth Back Across the Years: Tradition and Innovation Native American Autobiography*. Oxford: Oxford University Press.

MULTICULTURAL SOCIETY AND MULTICULTURALISM IN LITERATURE, AND THE IMPLICATION TO THE EDUCATION

R a s i a h

Faculty of Cultural Sciences, Halu Oleo University
rasiahsitti@gmail.com

Abstract

Literature simply defines as a kind of art that use language as a medium of expression. The function of literature is exactly not only to entertain, but also to understand. Through its medium of language, literature has a power to convey a message and influence the reader. So, literature also is a communication devices. It is reflected the life of one's circumstances by representing, criticizing, or constructing ideas or messages. The way of literature depicted the problem in the story based on the specific spectacle is very useful in instilling the values of life. This writing discusses the multicultural values reflected in literature and how it could be operated as the one's character building. Multiculturalism is an ideology and approach used to understand differences as a form of diversity of identities that emerge in society. This way can give significances. For a short term significance, literature provides the reders to know and understand the 'other's way of life or background. So, they will be more tolerant, compasing, and appreciating other people's life. While the long term significance, it could be a medium to build the nation characters to strenghtening the unitary of the Indonesia nation as a multicultural nation. The implications in the education is literature with multicultural insights can be a learning alternative in language and literature curriculum both in Indonesian language and in English. It could be applyingthrough a various learning activities along with the supporting materials.

Keywords: Education, Multiculturalism, Multicultural Society, Literature

Introduction

Indonesia is one of countries in the world that has the biggest sub-cultures, spreading within a widely diversesociocultural and geographic from Sabang to Merauke, from Miangas island to Rote island. This diversity has been the main asset in maintaining the existence of Indonesia as a multicultural nation. As a multicultural nation, Indonesia has its unique pride for its ability to embrace its people of all communities (ethnicities, religions) in a unity and love for the country known as the Unitary Republic of Indonesia (NKRI). Nevertheless, a feeling of pride as a

multicultural nation is also often challenged from within the people themselves in the forms of division, intolerance, and discrimination.

In relation to this, Derrida (1997) suggested that the existence of a nation and its influences toward the communal relationships, is traditionally shaped and maintained well by each community itself, bringing about paradoxes. In one hand, the people through the constitution are able to unite all the communities into a politically united society, but on the other hand, these communal relationships can be loosened and even broken, as a result of the withdrawal of a community member in a politically united society. Finally, a society in essence is able to unite as well as to separate.

Maritain (1998) distinguished the term society from community. He suggested that a society is a group of individuals united by historical relationships and legal as well as political ideals. While, a community is established and developed mainly based on kinships united especially by ethnoreligious and cultural values. A community is regarded to have a more solid relationship compared to a political society, because an ethnoreligious and cultural relationship is more absolute than a political relationship. The principles of freedom and equality in a political culture are seemingly strengthening the paradoxical characters in a political society (Ujan, 2011).

This writing discusses how literature can be a medium to strengthen multicultural values that have implications for the development of the national character. The purpose of this writing is to provide insights on multiculturalism as an ideology or a way of thinking in developing attitudes in the pluralistic reality of the Indonesian cultures, and even the world, through literary works. The reality of the complexity of today's cultures opens more spaces for pluralistic ideas, and literature is also becoming a borderless representative space. Finally, literature can be a medium for communication not only on a local and national level, but also on a transnational and global level.

Literature as thought by laymen is just about romantic stories that function as a consoler, making it often disregarded. In fact, literature has a role in providing knowledge for the readers about many things and is able to change or influence the

attitude/character of a society. This kind of effect, which made Horace proposed a term for the double role of literature as *dulceet utile (entertaining and useful)*.

The effect brought by literature to its readers then creates a role of literature as a communication tool to convey a message. Lotman (Chamamah, 2001) stated that as a communication tool, literature is considered to be the most effective tool to convey a message due to its universal language that can reach a wide range of societies. Lotman further stated that literature is the most economic and compact transmission tool that other tools do not have. It is because literature use a language manipulation strategy through fictions to convey or construct a message. Teeuw (1984: 51) added that this manipulation strategy has the power to influence thoughts, feelings, and behaviors of the readers

Suwondo (2016:50) stated that the view that is still believed as a truth until now is that a good literary work always gives the readers a message to do good deeds. This message is then known as an advice or a moral message. Darma (1994) affirmed that just like philosophies and religions, a literary work is a medium to foster the development of humane behaviors, which are having a soft soul (politeness), humane, and civilized, hence according to Sayuti (2003:7) a literary work is also considered as an educational tool or at least as a source of moral lessons.

Based on all the views mentioned previously, practically, literature can be a medium to develop love for diversity and awareness to respect differences. This can be implemented not only in seminar forums, but also through learning activities in schools or universities, and through personal experiences. In other words, literature can play a role as a medium to unite differences peacefully in a society so that they can live in harmony. Nevertheless, this does not necessarily mean that literature is trying to form a perspective to equalize and impose local as well as global truths, but to support those who hold views, which are against each other to be able to respect each other on the existing differences and pluralities in order to create peace and social prosperity that can be enjoyed by all human beings (Nugroho, 2011). Literature is often considered to have a subjective and an objective side, because the agent (author) with different backgrounds select realities, events, figures, and ideas to

construct a message to be conveyed, but with that way they also provide insights to the public in understanding a problem through a specific point of view/perspective (see Gans, 1992: 191).

Multicultural Society and Multiculturalism

Parekh (2008) explained the term of multicultural society and multiculturalism generally used to refer to a society which shows three diversities. One is a society which its members has one wide common culture, but some of the members practice the specific faith and life style. They have the same conversion towards values and meaning in dominant society then they create a space to share their different life style within. Parekh called it subcultural diversity.

Two, some of the society members are criticizing some of the principle or the central values of culture and trying to restate in the line of the specific group. Say, feminist attack the patriarchy bias which has long time instilled, religious society attack its secular orientation, and the environment activists attack the antropocentrist and technocratist biases. These groups are not miroring the subculture but intelectual perspective. So, Parekh called it as perspective diversity.

Three, a part of the modern society and also some communities which has an awareness and less organized are living with the different faith system and practice from one another. They are, say, the new immigrants, the established community, like Jewish, Gipsy, Amish, some of the religuous community, and the cultural group community, like Catalan, Basque, Scotland, Wales, and Quebec. Parekh then called it as communal diversity.

The discussion of this paper is focused the last type of the diversity. This type fits the problem of multiculturalisme in these days in Indonesia and the rest of the world. In the United States, for example, as the country of immigrants, it has long time to insist the program of assimilation. Dominated by the idea of the single or solitary identity and culture that showed the core of “Americanization or American Credo” (Parekh, 2008: 18), this country offered an isolated place for those who share a different culture, at most they became a marginal society or the other towards the

mainstream or dominant. Hence, multiculturalism does not only refer to the diversity of cultural identities, but also refers to the attitude toward the diversity itself.

Raymond Williams admitted that a culture is “one of the two or three most complicated words in the English language” (Storey, 2009: 1). This is related to the various meanings of culture from one society to the others. This complication is understandable due to the conception and the worldview shaped by experiences and knowledge and allows the existence of differences in understanding the concept of culture. Therefore, in defining a specific culture, someone needs to understand the history of a specific society with the cultural product they create (Adi, et al., 2015). Raymond William further explained the word ‘culture’ in three dimensions:

First of all, culture can be used to refer to ‘a general process of intellectual, spiritual and aesthetic developments. Secondly, the word culture might be to suggest ‘a particular way of life, whether of a people, a period or a group’. Finally, culture can be used to refer to the works and practices of intellectuals and especially artistic activity. (Storey, 2009: 2)

The three dimensions that refer to the meaning of culture later on partially explained into the elements of culture, as in Kluckhohn (1994) who mentioned the seven aspects of universal culture. It included the aspects of language, belief, norm and sanction, art, knowledge and technology, value as well as symbol. Geertz (1967), just like Kluckhohn referring to the work of Anthropology assumed that, a culture is like a mirror for humans “*mirror for men*” that includes; the universal human worldview, a social heritage owned by an individual in their community/group, way of thinking, conception of behavior, manners of a group of people in expressing their behavior, a learning center, a standardization unit of orientation to overcome all problems repeatedly, a learned behavior, a mechanism for a regulative behavior, a set of techniques to adapt oneself with a new environment and new people, a layer or a pile of human history, a map of behavior, a matrix of behavior, and a filter of behavior.

The emerging question then is in what way and how should we behave in facing and accepting the reality of cultural diversity without risks? A multiculturalism learning could be the most logic answer. Essentially, multiculturalism includes the

acknowledgement of human dignity that exists in their community with their each unique culture (Mahfud, 2011: 75) either by history, ideology, language, ethnicity, or belief. Nugroho (2011) quoting Dwicipta's view on Kompas, January 28, 2007, said that multiculturalism should not be understood as a political doctrine with an agenda, as well as a philosophical sect with a mature theory about human living space in this world, but as a perspective about human life. It can be concluded that multiculturalism is related to an ideology and an approach used to understand the differences that have long been existed within the local as well as global society. Nurgiyantoro&Thobroni (2010: 158-167) mentioned seven values that reflect the characteristics of multiculturalism, which are solidarity and brotherhood, gender equality, family values, respect for ethical issues, feeling satisfied in life, open minded, sharing and controlling power.

Reflection of Multicultural Society and Multiculturalism in Literature

Elizabeth & Burns (1973) defined literature as an attempt to make sense of our lives. Literature composed its story based on the specific social realities and set the perspective how to understand the realities in the specific perspective. To sum up, literature is talking about human life.

Dealing with the idea of human life with the specific background, literature provides a picture of multicultural society in the world and of course it brings the idea of multiculturalism. In Western countries, say America, black people expressed their unique culture that is different from white people culture, like in the novel *Twelve years as a slave* (1852), *Uncle Tom's Cabin* (1852), black pictured as the other in the western world. The same as what Indian or Native American does, like in *Ceremony* (1970), Native/Indian American was also pictured share a a primitivism culture. These works are beside portraying their identities and the different shared culture that they have from white, they also reflected the white attitude towards them.

In the recent decade, the emergence of films that portray themes of national tribes living in America is also a part of the multicultural American faces. Those films are in various genres such as animation, which is actually a result of adaptation

from the local myths. *Mulan* that portrays the life of a Tiongkok society, *Moana* of a Polynesian society on Hawai islands, *Pocahontas* of an Indian American society. Other stories also emerge to portray the American cosmopolitans, such as the story of Indian diaspora in the film of *English Vinglish*. This film does not only represent a society of Indian decent diaspora living in America without abandoning their cultural values, but other supporting actors that reflect a specific culture, such as immigrants from Mexico, black people, white people, and French people that were presented in an English class setting attended by those actors. This imaginary fact represents the composition of American citizens that does not have to be melted in a melting pot of an American culture assimilation project, but truly represents the principle of *Sandwich Salad* as a symbol of the diverse American society.

In the same way, the film of *UpinIpin* produced by Malaysians reflects the life of a multinational and transnational Malaysian society. *Upin-Ipin* portrays how the cultural identity of a diverse society can live side by side in a harmonious community. They are consisted of people of Malaysia, India, Thailand, China, Philippine, and also Indonesia. They are portrayed as free from disturbing each other, on the contrary the characters' diversity strengthens and make the film more enjoyable.

Reflections on multiculturalism in Indonesia have been taking place since the pre-independence era. Life is reflected in past time stories in the forms of ancient manuscripts. Those written as well as spoken manuscripts spread throughout the archipelago, all aspects of the past life of this nation can be seen in those manuscripts. Messages sent through each event, many of which are highly relevant with today's conditions, in the aspect of religiosity as well as in the values of the past/ancient life related to the character building of a society in facing the global challenges. Some of the stories such as *Ramayana*, *Mahabharata*, *SejarahMelayu*, and *Hikayat Raja-Raja Pasai* reflect how each society in this nation constructs itself in order to be able to illustrate a worldview reflected in the political strategy, religion, humanity, etc. These old manuscripts provide us knowledge about the local culture, and the philosophies of different social backgrounds that become the root of the national culture today.

The issue of multiculturalism later became clearer as reflected in modern Indonesian literatures. Mahayana (2005: 298) stated that since its inception, Indonesian literatures (modern), has been enriched by issues of multiculturalism. Those issues were not only about the portrayed themes, but also the language being used that represented the cultural pluralism as the background deeply attached to the authors themselves. Authors/writers of various social backgrounds did not only come from Sumatra, but also from Java, Bali, and Sulawesi, even Chinese diaspora also produced literary works despite being regarded as forbidden reads at that time.

Those literary works that emerged in the inception of Indonesian literatures were not limited to portraying and criticizing issues of a specific ethnicity, but also national, transnational, and even global issues. A literary work entitled *Salah Asuhan* (1928) by Abdoel Moeis, for instance, represented the relationship of two different cultures through the character of Corrie as a Dutch and Hanafi as a Minangkabau indigenous. There were also authors of Tionghoa descent who portrayed the issue of assimilation as a process of diffusing the ethnic minority into the ethnic majority, as in the novel *Lo Fen Koei* by Gouw Peng Liang (1903). He presented the culture of Tionghoa society, the indigenous, and the Dutch. The novel *Boenga Roos dari Tjikembang*, (1972), written by Kwee Tek Hoaij (1963), narrated an interracial love story (Tionghoa and indigenous) sugarcoated with the portrays of Chinese and Sundanese cultures, and the issues of Konghucu and Islamic faith (Mahayana, 2005: 303).

In the course of time, many Indonesian writers revisited the richness of the local culture as the themes of their writings. Mahayana (2005) stated that the cultural plurality owned by ethnicities of all around the archipelago is an endless field to be explored and utilized to enrich the Indonesian literatures. Ratna (2007: 394) stated that the local colours in literature are highly relevant with the land area of Indonesia and the richness of its customs and traditions continue to resound along with creative activities, which are consciously aimed at creating an image that the energy of literary works is equal to the other knowledges. Religion and belief, tradition, communal and tribal life, ecology, kinship system, mythology, superstition, will continue to be

interesting issues to be portrayed in literary works. Discussions of language and literature in an ecological and multiculturalism perspective illustrate how literature reflects the various cultures of Indonesia.

In this twenty first century, Indonesian writers start to fuse multicultural ideas in the global context as appeared in popular novels. Say, *Bulan Terbelah di Langit Amerika*, *99 Cahaya di Langit Eropa*, *Assalamu Alaikum Beijing*, *Walaikum Salam Paris* and many others. These novels tell about people of Islamic faith who live in non-Muslim countries. These novels seem to confirm that the harmony in human life may become true if respect for humanity prevails. Differences are not obstacles to create a safe and peaceful life.

Implications of literature as a medium for strengthening multiculturalism values

Referred to the reflection of multicultural society in the above discussion, it is not astonishing that literature is then being made as an educational tool or behavioral or character-building tool for an individual to become better, more civilized, more moderate, more ethical, politer, and so on. In a word, literature can be an educational tool and a usable medium for education.

Why literature can play a role as an educational and character-building tool as stated previously? *First*, the information conveyed in that literary work is providing a way to do that. According to Funk (via Segers, 2000: 10) an information is “the owned knowledge”. Nevertheless, Shannon & Weaver (via Segers, 2000) stated that information does not necessarily related to what you utter, but to what you are able to utter”. Therefore, Umberto Eco stated that the readers do not only receive the owned knowledge, but also a number of alternatives that can be selected from the message conveyor. Thus, information can be more accurately defined as in “Information provides free available options in a possible event selection” (Eco, 1976: 42). In this definition, Eco focused on the conveyor’s view as the information provider in a literary work.

On the other hand, Nauta focused on the receiver’s side. He/she stated that information is the general part of the whole similar representation for the interpreter

(the similarity is the identity of meanings), hence it irregularly declines (Nauta, in Segers, 2000: 10). Van Dijk (via Segers, 2000) applied this concept in a sociocultural way and found out that the more possible a means of a certain information is, the smaller the amount of information can be conveyed. Thus, it can be said that there is a direct connection/relationship between the performance of a sign on one hand and the amount of information brought by the sign on the other hand.

In practice, a communication process is a metamorphosis/development from entropy to information (Segers, 2000). The term entropy is derived from thermodynamic, which is a term strongly related with the concept of information. Eco defined entropy as a system, which is a condition where there is a possible balance in the tendency of its elements (1976). The elements of its behavioral source are irregular when conveying the information is not started yet. When there is an information, the situation of the entropy has to be changed into the situation when specified elements are selected and adapted with the specific structure. That situation mainly refers to a verbal communication. In this communication process, codes have a function as an important regulator. The selected code for the specific communication process enables someone to structure a message in a specific way so that the message conveying becomes possible.

Umberto Eco's view on entropy and information as mentioned previously is supported by Gans (1992) who explicitly called it a construction. Gans believed that literature, like other media, is a construction created by an agent, in this case, the writer/author. Construction is information conveyed by the writer in their literary works as a source of knowledge that has a subjective as well as objective dimension. It is because the writer as the agent does not only have realities, but also figures/characters, sources, and events to be presented in their literary work, therefore they determine how people understand an event or a reality from a specific perspective (Gans, 1992: 191). Thus, information conveyed in a literary work by different agents will be different as well, because each agent provides knowledge in a unique way. Those differences will lead the readers to see a similar problem

discussed by different individuals. Differences are possible as they depend on each individual's view.

Second, Damono (1984) stated that the picture of life is implied in a literary work, and the life itself is a social reality. In a literary work, cultural values are maintained, even those from the remote past/ancient time. Those values have been tested in the course of time from the general ones to the specific one like a worldview.

The problem that often emerges in dealing with a literary text is that we always view a literary text as an absolute truth, which makes us vulnerable of negative effects of literature. Whereas, literature is a social construction imagined to be happening in a social space. Therefore, the nature of the text is fictitious but can contain a lesson and moral messages reflected even in those kinds of literatures that are considered as *hipsters/twisted*, because literature is multifaceted. The question then is what is our attitude towards this literature phenomenon? The answer is returning it to the characteristics of literature itself, which are, fictive/fictious and imaginative, language as its medium, and its facts are in the forms of *mental evidence* as the opposite of *hard fact* (Chamamah, 2001). Based on these characteristics, it can be understood that understanding a literary text is not a search for truth about facts in the text, but for an interpretation of symbols employed as functional. One of them is to build national character—having a respect to the others and diversity, strengthening multiculturalism.

Literature as a medium for strengthening multiculturalism can be defined as a strategy to build a respectable attitude/behavior and appreciation towards different cultures and societies. This strategy is certainly applicable if educators would consider it for a learning process. This strategy will help the creation of a successful multicultural education program being continuously promoted today. Tilaar (2004) in a prolix explanation defined the goals of a multicultural education as a strategy to build a “culture human” and to create a “civilized society”. The materials teach about noble values of humanity, citizenship values, and ethnic group values (*cultural*). Hence, there is no doubt that literature can be one of resources to help make a

successful multicultural education. Norton & Norton (Nurgiyantoro, 2005: 44) suggested that literature learning can be applied to instill multicultural insights since traditional as well as modern literature contain a lot of universal as well as specific values of life.

In the context of Indonesia, the effort to strengthen multiculturalism is urgent, which is why it requires a great attention, especially in educational fields. Pramujiono (2015: 191) suggested that a literature learning with multicultural insights can be integrated into all aspects of a learning process. Those aspects are (1) curriculum – generally considered to have not integrated multicultural education and specifically multicultural literature, even though in the School-based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan) and Curriculum 2013 or K13, multicultural learning has been partially covered in some basic competencies such as in old poems and folk tales although this is just true for only once in a semester or at an appreciation day of the local color in Indonesian literature as well as in English literature; (2) teacher – the lack of awareness for multicultural perspectives in themselves, teachers also have not been active in providing teaching/lesson materials, they rely more on available/ready to use or popular resources; (3) learning resources – those that support multicultural literature learning are still inadequate; and (4) society – there are still society members who still refuse to accept differences. They tend to impose their ideas and are vigilant; having an excessive egocentricity that makes them intolerant and careless about public mutual interest. A certain group claims to have the absolute truth and other groups are just wrong/misguided. This certainly is not something quite educative for the learners. They are losing the examples for tolerance, sympathy, and empathy.

Thus, the solution for this problem according to Pramujiono (2015: 192) is that we need to redesign the curriculum to give more emphasis on the importance of multiculturalism, in order to instill an awareness of national identity so that it will be able to maintain the integrity of NKRI (Unitary Republic of Indonesia). *Second*, teachers need to get special trainings on multicultural literature learning and insights on multiculturalism. *Third*, a more intensive writing activity for folk tales by

involving local authors is required and to be printed in an adequate number/amount that will make it easier for teachers and students to search for learning resources related to multicultural literature.

Conclusion

Literature as a work of art, sociologically, is an attempt to make sense of the ways in which we live our lives. It is not reflecting but also constructing the realities of human life in order to be understood in a specific perspective. Literature then can be operated and enhanced its function to strengthening multiculturalism values. It becomes one of alternatives to build a kind, tolerant, just, and civilized character/individual, as well as to solidify the foundation of respect for humanity, and as the implication of the diverse Indonesian national integrity. The process of strengthening these values can be implemented through education where literature with multicultural insights can be a learning alternative in language and literature curriculum both in Indonesian language and in English. This process is designed through various learning activities along with the supporting materials.

References

- Adi, I. R., Rasiyah, Prawati, Y., Asyika, P. P., Gumilang, D. B., Amalina, B., et al. (2015). *A Postnationalist Study: A Synthesis of Identities on American Cultural Hegemony*. Yogyakarta: A Report of Penelitian Kolaborasi American Studies UGM: Unpublished.
- Chamamah, S. (2001). Pengkajian Sastra dari Sisi pembaca: satu Pembicaraan Metodologi. In Jabrohim. (ed), *Metodologi Penelitian Sastra*. Yogyakarta: handinita.
- Darma, B. (1994). Moral dalam Sastra. In A. Zoeltoem, *Budaya Sastra*. Jakarta: Rajawali.
- Derrida, J. (1997). *Politics of Friendship* (trans. by G Collins). London, New York.
- Eco, U. (1976). *A Theory of Semiotics*. Bloomington and London: Indiana University Press.
- Elizabeth & Burns (1973). *Sociology of Literature*. Australia: Penguin Books.
- Gans, H. J. (1992). Multiperspectival News. Dalam E. D. Cohen, *Philosophical Issues in Journalism* (pg. 191). New York : Oxford University Press.
- Geertz, C. (1967). *Old Societies and New States: The Quest for Modernity in Africa and Asia*. New York: The Free Press.

- Kluckhohn, C. (1944). *Mirror for Man*. New York: Fewcett.
- Mahayana, M. (2005). *9 Jawaban Sastra Indonesia*. Jakarta: Bening Publishing.
- Mahfud, C. (2011). *Pendidikan Multikultural*. Yogyakarta: Pustaka Pelajar.
- Maritain, M. (1998). *Man and State*. Washington: The Catholic University of America Press.
- Nugroho, S. (2011). Multikulturalisme. In Ujan, *Multikulturalisme: Belajar Hidup Bersama dalam Perbedaan*. Jakarta: PT Indeks.
- Nurgiyantoro, & Thobroni, M. (2010). Multikulturalisme dalam Cerita Tradisional Yogyakarta. *Humaniora*, 2(2), 158-167.
- Parekh, B. (1997). National Culture and Multiculturalism. In K. Thomson, *Media and Cultural Regulation* (hal. 163-194). London, New Delhi: Sage Publications.
- Pramujiono, A. (2015). Pembelajaran Sastra Multikultural: Menumbuhkan Empat dan menemukan Jati Diri Bangsa Melalui Pemahaman Keanekaragaman Budaya. *Sosio Humanika*, 8(2), 185-193.
- Ratna, K. N. (2011). *Antropologi Sastra: Peranan Unsur-Unsur Kebudayaan dalam Proses Kreatif*. Yogyakarta: Pustaka Pelajar.
- Sayuti, S. (2003). *Taufik Ismail dalam Konstelasi Pendidikan Sastra*. Yogyakarta: Universitas Negeri Yogyakarta.
- Segers, R.T. (2000). *Evaluasi Teks Sastra* (terjemahan Suminto A Sayuti). Yogyakarta: Adicita.
- Storey, J. (1993). *An Introductory guide to Cultural Theory and Popular Culture*. Hemel, Hempstead: Harvester Wheatsheaf.
- Suwondo, T. (2016). *Pragmatisme Pascakolonial: Trilogi Gadis Tangsi dalam Sistem Komunikasi Sastra*. Yogyakarta: Pustaka Pelajar.
- Teeuw, A. (1984). *Sastra dan Ilmu Sastra: Pengantar Teori Sastra*. Jakarta: Pustaka Jaya.
- Tilaar, H. R. (2004). *Pendidikan, Kebudayaan, dan Masyarakat Madani Indonesia*. Jakarta: Rineka Cipta.
- Ujan, A. A. (2011). Keunikan Identitas dan Identitas Komunitas. In Ujan, B. Molan, S. Nugroho, W. Djoko, & H. Putranto, *Multikulturalisme: Belajar Hidup Bersama dalam Perbedaan*. Jakarta: Indeks.

IMPLEMENTATION OF SCHOOL PRINCIPAL ACADEMIC SUPERVISION

Ahmad Zulham Rambe¹, Irsan Rangkuti², Aman Simaremare³

Postgraduate Education Administration Program of State University of Medan

Abstract

This study aims to find out: (1) Preparation of the academic supervision program for principals of SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District; (2) The implementation of academic supervision of the principal of SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District; and (3) Follow-up to academic supervision of the principal of SMK Swasta Harapan, Al-Washliyah Sigambal, Labuhanbatu District. This type of research used qualitative approach, qualitative research is an approach in conducting research oriented to natural phenomena or symptoms. The subject of this research was directed to the search for data from the Principal, teachers, and other parties who were considered to be able to provide answers to research problems. Data search started from the principal in this case the principal as a key informant. Data collection instruments used consist of: (1) Observation; (2) Interview; and (3) Documentation. The results showed that: Implementation of the academic supervision competency of the principal of SMK Swasta Harapan Al-Washliyah Sigambal consisted of planning, implementing, and following up academic supervision. Planning activities are carried out by preparing an academic supervision program, arranging supervision schedules, preparing teacher learning support documents, and preparing supervision instruments: Implementation of supervision activities with individual and group techniques. The individual techniques carried out are class visit supervision techniques and individual meeting supervision techniques. Whereas the group supervision techniques that are carried out are meeting techniques, training, upgrading, and group work. The approach used by the principal in implementing supervision is a collaborative approach; and follow-up is done by reviewing the summary of research results and conducting guidance on the skills and attitudes of teachers. The constraints faced by the principal in the implementation of this supervision are the delay in the implementation of supervision, so that it is not in accordance with a predetermined schedule. The effort taken to deal with the obstacles in implementing academic supervision is to rearrange the supervision schedule. The enthusiasm, motivation and professionalism of teachers is increasing, and teachers can find out their weaknesses and weaknesses in learning.

Keywords: Academic Supervision, Principal, Learning Management

INTRODUCTION

In order to realize Indonesia's quality and competitive human resources, the government has made various efforts to improve the quality of education. The Government through the *Badan Standar Nasional Pendidikan* (BSNP) has issued

National Education Standards, which consist of: 1) content standards, 2) process standards, 3) graduate competency standards, 4) standards of educators and education personnel, 5) standards of facilities and infrastructure, 6) management standards, 7) financing standards, and 8) educational assessment standards (Government Regulation Number 19 of 2005).

According to Mulyasa (2003: 127) that principals are responsible for carrying out educational activities, school administration, coaching other education personnel, and utilizing and maintaining infrastructure. Therefore the principal as the school leader must always conduct monitoring and guidance to the teachers in an effort to improve teacher professionalism. Based on the above opinion can be understood that academic supervision is the supervision of the principal to the teacher who serves to provide assistance to teachers in carrying out the teaching and learning process in schools.

Based on the background that has been described, the researcher intends to carry out further research on " Implementation Of School Principal Academic Supervision At SMK Swasta Harapan Alwashliyah Sigambal Labuhan Batu".

Based on the background description above, the focus of this research is the implementation of academic supervision by the Principal of SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District.

The problems examined in this study are as follows: (1) What is the planning of the academic supervision program of the principal at SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District? (2) What is the implementation of the academic supervision of the principal at SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District? (3) How do you follow up on the academic supervision of the principal of SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District? (4) What are the Constraints and Solutions for the Implementation of Academic Supervision at SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District?

Based on the research focus above, the objectives in this study are: (1) To find out the preparation of the academic supervision program of the principal at

SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District. (2) To find out the implementation of the academic supervision of the principal at SMK Swasta Harapan, Al-Washliyah Sigambal, Labuhanbatu District. (3) To find out the follow-up to the academic supervision of the principal at SMK Swasta Harapan, Al-Washliyah Sigambal, Labuhanbatu District. (4) To find out the Constraints and Solutions for the Implementation of Academic Supervision of SMK Swasta Harapan SMK Al-Washliyah Sigambal, Labuhanbatu District.

THEORY

Academic supervision is to provide assistance services to teachers, so the purpose of academic supervision is to provide services and assistance to develop teaching and learning situations conducted by teachers in the classroom. Thus it is clear that the purpose of supervision is to improve the quality of teaching teachers in the classroom which in turn improves the quality of student learning, Sahertian (2010: 19). Academic supervision is all the efforts of school officers in leading teachers and other education officers in improving learning, including developing the growth of teachers, completing and revising the educational objectives of learning materials and teaching methods and assessment of learning.

From the two opinions above, it can be drawn the conclusion that academic supervision is the assistance given by the principal to the teacher about the problems encountered or faced by the teacher at school.

There are two points in supervision, namely academic supervision (learning) and managerial supervision. The purpose of academic supervision according to Nawawi (1981: 3) is to assess the ability of teachers as educators and instructors in their respective fields to help teachers make improvements and show deficiencies to improve themselves. In addition, according to Masaong (2013: 5) the purpose of academic supervision is to improve teachers' professional ability in learning processes and outcomes through providing professional services to teachers, and elaborating in more detail the main objectives of supervision include (1) guiding and facilitating teachers to develop their

professional competence, (2) motivate teachers to carry out their duties effectively, (3) help teachers manage curriculum and KTSP-based learning effectively; (4) helping teachers foster students so that their potential develops to the maximum.

Minister of National Education Regulation No. 28 of 2010 concerning Assignment of School Principals, states that the Principal / Madrasah is a teacher who is given additional assignments to lead Kindergarten / Raudhotul Athfal (TK / RA), Extraordinary Children 's Park (TKLB), Elementary School / Madrasah Ibtidaiyah (SD / MI), Schools External Biala (SDLB), Junior High Schools / Madrasah Tsanawiyah (SMP / MTs), Extraordinary Junior High Schools (SMPLB), Senior High Schools / Madrasah Aliyah (SMA / MA), Vocational High Schools / Vocational Aliyah Madrasah (SMK / MAK), or Special Needs High School (SMALB) which is not an International Standard School (SBI) or which is not developed into an International Standard School (SBI).

According to Wahjosumidjo (2010: 83) the Principal is a functional teacher who is given the task to lead a school where the teaching and learning process is carried out, or where there is an interaction between the teacher who teaches and the students who receive the lesson. Based on the description above, it can be studied that the principal is a teacher who is given an additional assignment to lead a school from the high school to high school where the school carries out the learning process between the teacher as the learning giver and students as the recipient of the lesson.

The duties and roles of the principal according to the Ministry of Education and Culture (E. Mulyasa, 2004: 97-98) are divided into seven points, namely: (a). The Principal as an Educator (Educator), Kepala Sekolah are teachers who are given the task as head or head of the school, therefore the principal also has the duty to educate. (b). Principal as Manager, School is an organization, so management needs to be carried out so that the resources in it can be utilized effectively and efficiently in accordance with the stated goals. (c). The Principal as Administrator, the Principal as an administrator has a very close relationship with various administrative management activities that are recording, compiling,

and documenting all school programs. (d). The Principal is a Supervisor, the task of the head of the school as a supervisor is to supervise the work carried out by the educational staff. The principal must be able to foster, direct, assist teachers in dealing with problems faced in the learning process. (e). The Head of School as a Leader, the principal as leader / leader should be able to move his subordinates to be willing to carry out their respective tasks in order to achieve school goals. (f). The Principal as an Innovator, the principal as the central figure driving the school organization must be able to create new things to develop the school he leads, in this case the principal also plays an innovator. (g). Principals as Motivators, Principals as leaders must be able to provide encouragement or motivation to their members to always be willing to work together so that common goals can be achieved.

RESEARCH METHOD

This study used qualitative approach, qualitative research is an approach in conducting research oriented to natural phenomena or symptoms. In qualitative research there are several methods in its implementation including: (1) Phenomenology, (2) Ethnography, (3) Case Study, (Historically). In this study researchers used a qualitative case study because the researcher examined a case of a phenomenon that occurred in the school of SMK Swasta Harapan Al-Washliyah Sigambal in Labuhanbatu District. The phenomena that occur in the object of the study mentioned are the low performance of the teachers in the object of the research.

This research was conducted at SMK Swasta Al-Washliyah Sigambal, Labuhanbatu District. The choice of this place is based on the consideration of the ease of obtaining data, the researcher focuses more on the problem to be studied where the location of the research is known that the teacher competency is still low which is thought to be influenced by academic supervision conducted by the principal has not been carried out perfectly well.

The subject of this research is directed to the search for data from the Principal, teachers, and other parties who are considered to be able to provide

answers to research problems. Data search was started from the principal in this case the principal as a key informant using snow-ball sampling (snowball), then the next informant was determined based on the principal's instructions. Achieving the data will be stopped when there is no variation in the data that appears or surfaces or experiences saturation.

The data collection techniques conducted in this study are: (1) Interview. An interview is a conversation with a specific purpose. Conversations are carried out by two parties, namely the interviewer (interviewer) who asks questions and the interviewee (interviewee) who provides answers to the question (Moleong, 2010: 186). (2) Documentation. Documentation method is one of the data collection methods used in social research methods. In essence, the documentation method is a method used to trace data as a whole correctly. (3) Direct observation is a way of retrieving data using the eyes without the help of other standard tools for these purposes. Observation or observation is one of the most important research techniques.

Activity activity of a researcher in analyzing data in qualitative research, thus, is determining important data, interpreting, grouping into certain groups and looking for relationships between groups. There are several pathways that can be taken in qualitative data analysis according to Miles and Huberman (in Sugiyono, 2013: 337-345). Analysis paths are shown in the following figure:

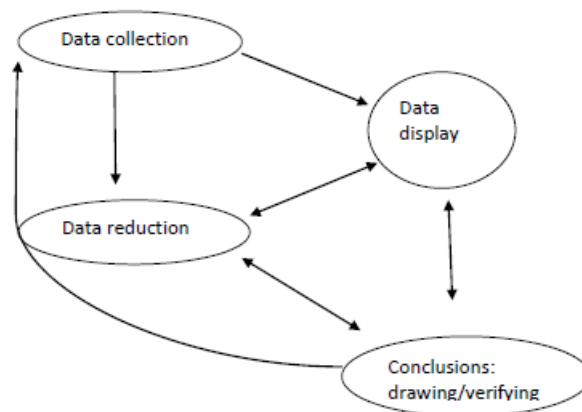


Figure 3.1 Components in data analysis

Test the validity of data in qualitative research according to Sugiyono (2013: 366) includes tests: cradibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

DATA ANALYSIS AND DISCUSSION

Geographically SMK Swasta Harapan Al-Washliyah Sigambal is located in the middle of Sigambal and is close to the tax, and close to the Labuhanbatu District government. So that it is very possible for the school to attract students from all directions, and the distance between schools is not far apart and can be reached. The school was established on January 1, 1987, with the status of school building rights. To date the accreditation of SMK Swasta Harapan Al-Washliyah Sigambal is B, since October 20, 2009, the number of students participating in teaching and learning activities at SMK Swasta Harapan Al-Washliyah Sigambal is 175 students, with 87 male students and 68 female students. At SMK Swasta Harapan Al-Washliyah Sigambal currently, the number students who got improvement are so fast, the increase is 475 vocational students and there are 37 trainees, consisting of 17 men and 20 women.

Based on the results of interviews with research subjects, namely the principal and several teachers, it was known that the main purpose of conducting academic supervision was conducted by the principal. the teacher to improve his ability as a teacher. This is in accordance with what the school principal said as follows.

"The supervision is a help, so we monitor the teacher first, then after we monitor we know the strengths and weaknesses so that later determine the supervision or assistance provided, even as in determining the material, methods, or learning resources that will continue to be supervised. So supervision is not only assessing, but it can be said to be a help to the teacher. "(Results of interview P on 11 May 2018).

Furthermore, it was revealed that supervision carried out by the principal included guidance in the field of learning implementation and in terms of learning administration. The following is an excerpt from the interview that stated this.

"Supervision is part of the task of the principal, the school principal must guide, observe how the teacher implements learning, including in administration." (Results of interview with SK teacher on May 10, 2018).

Before carrying out academic supervision, it is known that the principal undertakes planning in advance. After planning the new academic supervision, then the principal conducts a follow-up on the results of the supervision obtained. This is as stated by the principal as follows.

"In the implementation, we plan, prepare instruments first, after that supervision will take place, and later we will also follow up the results of the supervision that has been carried out." (Interview results on May 10 2018).

Academic Supervision Planning.

Academic supervision is conducted by the principal has been scheduled at the beginning of each semester. So that in carrying out supervision of the school principal just see the existing schedule. This is as expressed by the principal as follows.

"There, programmed and scheduled, so we do that just to see the existing documents." (Interview results on May 10, 2018)

"Usually for the supervision, we program one year, two semesters, then at the beginning of each semester in the second month we conduct supervision in general, but if we feel it is necessary to do it outside. But what is clear is that in that semester we try to give all our teachers supervision." (Interview P on 11 May 2018)

The results of the interview are supported by the results of a documentation study on the implementation schedule of academic supervision. In this schedule, it can be seen that academic supervision conducted by the principal

is carried out in August and February. The supervision schedule that has been prepared is often informed to the teacher but sometimes not notified to the teacher. The following is the schedule for supervising the principal at SMK Swasta Al-Wahliyah Sigambal:

LEARNING PROGRAM FOR LEARNING

HOPE OF AL-WASHLIYAH SIGAMBAL VOCATIONAL SCHOOL

Appendix 6 Schedules of Implementation of School Principal Supervision for Year 2017/2018

NO	SUPERVISORY ACTIVITIES	Target	Goal	Object	Time/Month												Information
					VI	VII	IX	X	XI	XII	I	II	III	IV	V	VI	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.	Monitoring																
	a. Lesson Plan	Homeroom teacher and subject teacher	Knowing the completeness and quality of the preparation of syllabus and lesson plans	All teachers prepare syllabus and lesson plans according to the provisions	√					√							
	b. Learning Activities	Homeroom teacher and subject teacher	Knowing the quality of learning implementation	All teachers carry out learning according to the provisions		√					√						
	c. Assessment	Homeroom teacher and subject teacher	Knowing the completeness and quality of the assessment	All teachers can develop and implement learning assessments			√					√					
2.	Learning Supervision																
	a. Lesson Plan	Homeroom teacher and subject teacher	Carry out guidance and teacher assistance in preparing syllabus and lesson plans	All teachers prepare syllabus and lesson plans according to the provisions		√				√							

NO	SUPERVISORY ACTIVITIES	Target	Goal	Object	Time/Month												Information
					VI	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	b. Learning Activities	Homeroom teacher and subject teacher	Carry out guidance and teacher assistance in the implementation of learning	All teachers carry out learning according to the provisions			√						√				
	c. Learning Assessment	Homeroom teacher and subject teacher	Carry out guidance and teacher assistance in the development and planning of learning assessment	All teachers can develop and implement learning assessments				√						√			
3.	Evaluation																
	a. Lesson Plan	Homeroom teacher and subject teacher	Knowing the quality of teachers in preparing syllabus and lesson plans	Have the score of all teachers as the basis for compiling the RTL					√						√		
	b. Learning Activities	Homeroom teacher and subject teacher	Knowing the quality of teachers in the implementation of learning	Have the score of all teachers as the basis for compiling the RTL					√						√		

NO	SUPERVISORY ACTIVITIES	Target	Goal	Object	Time/Month												Information
					VI	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	c. Learning Assessment	Homeroom teacher and subject teacher	Knowing the quality of teachers in developing and implementing learning assessments	Have the score of all teachers as the basis for compiling the RTL					√						√		
4.	Reporting	4.1	Inform the	All						√						√	

		Teacher 4.2 Teacher council 4.3 School committe e 4.4 Departme nt of education	quality of all teachers in carrying out learning	stakeholde rs												
5.	Following up	Guru kelas dan mata pelajaran	Providing reward and punishment for teacher performance	Teacher's performan ce is getting better						√						√

Sigambal, June 27Th

2018

Principal

Drs. Ilham Rambe

NIP.

Figure 4.3 Schedule for academic supervision

Implementation of Academic Supervision

The principal undertakes several academic supervision techniques and uses an academic supervision approach. In carrying out academic supervision the principal must use supervision instruments and other records to make it easier to provide guidance to the teacher. As the Principal said about the implementation of supervision of the teacher that in carrying out academic supervision the writer used the supervision instrument and also noted the things that needed to be the material of guidance from the results of the supervision that the writer carried out on the teacher. Supervision instruments, observation sheets or notes during supervision are objective data that can be used as input or material in coaching.

Academic supervision with this class visit principals pay attention to the psychological condition of the teacher, therefore the principal must pay attention to the principles of academic supervision. So coaching is in accordance with the input of the results of academic supervision that has been obtained in the field in

real and truthful, with the aim of developing teacher creativity and innovation in improving the quality of learning in school. Here are excerpts from the interview that stated this.

"Yes, supervise class visits, like what it was before ... the head of the school is waiting for two hours of lessons while checking the administration and teaching process of the teacher."

The technique of class visits conducted by school principals aims to see the shortage of teachers in teaching, so that they can provide improvements in the future. Academic supervision through class visits is done through the planning, implementation and follow-up stages. The following is an excerpt from the interview that stated this.

"Yes, there is a plan for us to make a plan for the supervision agenda program itself, so there are schedules, programs, then classroom supervision, learning supervision and follow-up, but we make the assessment one yesterday. So once we get in, we get the teacher's administration, keep looking at the lesson plan, syllabus, then at the same time assessing it, using the prepared instrument. But it must be like that, later one hour and two hours the lesson can only come out, because there are so many, if it doesn't work like that it can not be connected. That way, later we can know the shortcomings and weaknesses of teachers that can later be improved. "(Results of interview P on May 14, 2018).

From the results of the interview, it can be acknowledged that the principal used the assessment instrument in the implementation of supervision. The results of the interview above were also supported by the observation that the principal supervises class visits by observing the learning process, checking the administration of learning and providing direction, advice, and motivation to the teacher. In its implementation the principal uses an assessment instrument. Instruments used in the learning syllabus, lesson plan, implementation of the learning process, assessment of learning outcomes, classroom management, and teacher administration.

Academic Supervision Follow-up

In follow-up activities it is expected that positive behavior changes will occur in a teacher who has been supervised. These changes will bring a teacher to be professional in teaching and the quality of education and its performance will increase. With regard to the follow-up of the results of academic supervision carried out, the principal said:

“As a follow up to the results of supervision. I first learned about the instruments that I have used and important notes when supervision takes place in class. If there is a personal nature, the teacher is called individually to be given advice and input so that other teachers do not know. This is to maintain harmony and familiarity in this school, if the general nature is done at the program evaluation meeting, or the supervision activities are completed for all teachers or at monthly meetings at this school. In addition to teacher training in schools, other forms I invited teachers to actively participate in discussion of subject teachers (MGMP) activities and training (Interview results P on May 17, 2018)”

Furthermore, the school principal said that the follow-up activities of academic supervision are important because the teacher will be able to feel it in an effort to improve their competencies.

Constraints and Solutions for Academic Supervision

Overall, the implementation of academic supervision by the school principal is already going well. However, the success of the implementation of academic supervision activities by the principal of SMK Swasta Harapan Al-Washliyah Sigambal is inseparable from the constraints. The obstacle faced is the difficulty of carrying out supervision in accordance with a predetermined schedule, given the many tasks and activities of the principal. The following is an excerpt from the interview that stated this.

"The problem is time, because I also have to teach, meetings and other activities, so to focus time and adjust the schedule is a little difficult. Like

yesterday, I had a sudden meeting, even though there was a supervision schedule at that time, so it had to be postponed.”(Interview results on May 28, 2018).

The problem of the time and busyness of the headmaster is constraining the implementation of supervision. The results of the interview above are also supported by the following opinion of the teacher.

"The obstacle is pack time, obviously time. Lha, the father was assigned by the secretary, at the UPTD secretary, so he was busy. Like supervision today, it's been a week's retreat from Ms.'s schedule. "(The results of the SK teacher's interview on May 28, 2018).

From the results of the interviews above, supervision is still carried out despite constraints in the time and busyness of the principal. By rearranging the schedule, supervision activities can still run well.

CONCLUSION

Academic supervision planning is still not optimal, especially concerning the development of teacher professionalism, which needs to be done continuously, planned and sustainably. Academic supervision at SMK Swasta Harapan Al-Washliyah Sigambal is carried out periodically, which is carried out at the beginning of each semester in accordance with the schedule that has been prepared and has been socialized to the teacher. Bearing in mind that the quality or quality of coaching in a school is also influenced by the ability of vocational school principals to plan; carry out and follow up on the results of supervision of the academic towards the teacher in order to improve teacher professionalism, then the ability of vocational school principals in carrying out academic supervision must be further improved.

One of the low causative factors in the academic supervision competence of Vocational School principals is the low ability of vocational school principals to plan academic supervision programs. During this time the head of the Vocational School made a supervision program, only the implementation

sometimes did not meet the schedule. Because together with other activities such as meetings and other non-academic activities that take up a lot of time the principal.

The revisions carried out by the principal need to be followed up so as to have a real impact on improving the professionalism of the teacher's work. The first step taken by the principal SMK Swasta Harapan Al-Washliyah Sigambal in following up on the results of the study was to review the summary of the research results. The summary of the research results is then submitted to the teacher and reviewed with the principal. The academic supervision program in its implementation is not in accordance with the schedule, some are supervised and some are not supervised by the vocational school principals. As a result the performance of teachers in carrying out learning is also relatively low. This will have an impact on the quality of learning.

Constraints faced by school principals in implementing academic supervision are more on technical constraints, namely in the arrangement of supervision time. This is because so many tasks must be carried out by the principal. The principal tasks and functions of the principal regarding the Education Management Standards include program planning, implementation of work plans, supervision and evaluation, school leadership, and school information systems. With the many activities and tasks that must be carried out, it is not surprising that the headmaster feels difficulties in supervising according to the schedule that has been made. To overcome this, the principal makes the supervision schedule more flexible, namely by rearranging the schedule by utilizing available spare time, so that if supervision cannot be carried out today, then the principal will discuss with the teacher the right time to do supervision.

Based on the conclusions of the results of the study, the authors can provide suggestions as follows. (1) Preparing academic supervision plans in order to improve teacher professionalism, after that academic supervision is carried out using appropriate technical approaches and supervision principles, then the results of supervision are followed up so that supervision activities are useful in order to improve the quality of teacher learning. Vocational schools do not have a

supervision program specifically, there is only general, namely the schedule of supervision implementation in the Vocational School Work Plan only. (2) In carrying out academic supervision, the techniques used must be in accordance with the problems and characteristics of the teacher, so that it will produce effective academic supervision activities. The head of the school and also the teacher must utilize the results of academic supervision as well as possible, so that academic supervision can have a real impact on learning in school, improving teacher professionalism, and fostering motivation and working spirit of the teacher. (3) Supervision shows that the implementation of supervision by the headmaster of SMK Swasta Harapan Al-Washliyah Sigambal is carried out integrally with the education program, because the timetable has been adjusted to other educational programs. (4) The teacher needs to prepare it all because in the supervision activities the principal does not only assess the teaching method of the teacher, but also evaluates the components that support the implementation of teaching and learning activities. In its implementation, the principal assesses the teacher as a whole starting from the administration of learning, the learning process, and other supporting components in learning.

REFERENCES

- Glickman, C.D., et al. 2007. *Supervision of Instruction: A Developmental approach*. Needham Height, MA : Allyn and Bacon.
- Sahertian, Piet.A. 2010. *Konsep Dasar dan Teknik Supervisi Pendidikan*. Jakarta: Rineka Cipta.
- Peraturan Menteri Pendidikan Nasional Nomor 13 Tahun 2007 Tentang Standar Kepala Sekolah/Madrasah*. 2007. Jakarta: Depdiknas.
- Sahertian, Piet.A. 2010. *Konsep Dasar dan Teknik Supervisi Pendidikan*. Jakarta: Rineka Cipta.

ANALYSIS OF IMPLEMENTATION OF PRINCIPALS' TASKS IN IMPLEMENTING ACADEMIC SUPERVISION ACTIVITIES IN SMA SWASTA SISINGAMANGARAJA TANJUNGBALAI

Hasnah Arfah

Educational Administration Study Program, State University of Medan
ivehaha@gmail.com

Abstract

This study aims to determine the Implementation of Principal's Tasks in Implementing Academic Supervision Activities in SMA Swasta Sisingamangaraja Tanjungbalai, which includes academic supervision on: (1) preparation of the academic supervision program for principals in SMA Swasta Sisingamangaraja Tanjungbalai (2) implementing the principal's academic supervision in SMA Swasta Sisingamangaraja Tanjungbalai (3) follow up the academic supervision of the principal in SMA Swasta Sisingamangaraja Tanjungbalai. Data collection used observation, interviews and documentation. The results of this study indicate that: Preparation of academic supervision programs in SMA Swasta Sisingamangaraja Tanjungbalai has been carried out well and the preparation of the principal's academic supervision program includes: school management to form an academic supervision organizational structure, form a team and SK assign executive supervisors academic supervision and conduct mentoring program in formulating learning objectives, direction in selecting learning material, coaching in organizing learning materials. The implementation of academic supervision by the principal in SMA Swasta Sisingamangaraja Tanjungbalai consists of three scopes of academic supervision, namely: (1) academic supervision on learning planning, results obtained in the principal's academic supervision of teachers in learning planning in SMA Swasta Sisingamangaraja Tanjungbalai including in good category with a percentage of (18.36%) (2) academic supervision on the implementation of learning, the results of the principal's academic supervision in the implementation of learning in SMA Swasta Sisingamangaraja Tanjungbalai included in both categories with a percentage (9.54%) (3) supervision Academic learning evaluation is in good category with a percentage (17.54%). Follow-up on the results of the academic supervision of principals in SMA Swasta Sisingamangaraja Tanjungbalai has been very good.

Keywords: Principal Duty, Academic Supervision, Principal

I. Introduction

Supervision is an activity that must be carried out by a leader in relation to the leadership role he carries out in order to maintain the quality of products produced by the institution. It aims to improve quality and performance. With guidance and assistance, the quality of existing human resources will always be maintained and enhanced. In the supervision process, supervisors can act as sources of information, sources of ideas, sources of guidance in various matters in order to improve teachers' professional abilities. Supervision as a coordination, the principal as a supervisor must lead a number of teachers / staff who each have their own duties and responsibilities.

Bafadal (2000: 115) suggests that academic supervision will be able to make teachers more professional if the program is able to develop dimensions of professional requirements / work ability. Supervision needs to be carried out routinely and gradually with clear supervision schedules and programs.

The principal as the leader of the institution in a school has a very large role in fostering the ability of teachers in the learning process. According to Mulyasa (2003: 127) that principals are responsible for carrying out educational activities, school administration, coaching other education personnel, and utilizing and maintaining infrastructure.

Based on the above theories it can be concluded that the duties of the principal as supervisor are: (1) preparing a supervision program, (2) implementing a supervision program, (3) utilizing the results of supervision, (4) developing the curriculum, (5) preparing teaching staff, (6) preparing teaching facilities, (7) consulting and fostering teaching staff members, (8) assessing teaching, (9) conducting class visits in the context of clinical supervision.

Based on the background above, then the focus of this research is how the principal's task is to carry out academic supervision activities in SMA Swasta Sisingamangaraja Tanjungbalai. Problems in this study are as follows: (1) How is the preparation of the academic supervision program for principals in SMA Swasta Sisingamangaraja Tanjungbalai? (2) How is the academic supervision of the principal in SMA Swasta Sisingamangaraja Tanjungbalai? (3) How do you follow the academic supervision of the principal in SMA Swasta Sisingamangaraja Tanjungbalai? Based on the research problem above, the objectives in this study are: (1) To find out the preparation of the academic supervision program of the principal in SMA Swasta Sisingamangaraja Tanjungbalai. (2) To find out the implementation of the academic supervision of the principal in SMA Swasta Sisingamangaraja Tanjungbalai. (3) To find out the follow-up of the academic supervision of the principal in SMA Swasta Sisingamangaraja Tanjungbalai. The results of this study are expected to be

material for the implementation, strengthening, implementation of the duties of the principal in carrying out academic supervision activities. In practice the benefits of this research are useful especially: (1) For the head of the Tanjungbalai City Education Office in formulating policies relating to the duties of the principal in carrying out the principal's academic supervision activities. (2) For Principal of SMA Swasta Sisingamangaraja Tanjungbalai provides information in determining policies and decision making related to the implementation of the principal's academic supervision. (3) For other researchers as material for information about the duties of the principal in carrying out academic supervision activities.

2. Roles and Functions of School Principals

According to the *Kamus Besar Bahasa Indonesia* (2007: 641) the role means the actions taken by someone in an event. Danim (2002: 145) states that principals are teachers who have additional assignments as principals. According to the regulation of the national education minister of the Republic of Indonesia number 162 / U / 2003 concerning guidelines for assigning teachers as principals that teachers can be given additional assignments as principals to lead and manage education in schools in an effort to improve the quality of education. Supriyatno (2008: 33) states that the success of an educational institution depends heavily on the leadership of the principal. Because he is the leader in his institution. So he must bring his institution towards the achievement of the stated goals, he must be able to see changes and be able to see a future in a better global life.

The principal is one of the components of education that plays the most role in improving the quality of education. As revealed by Supriadi in Mulyasa (2005: 24-25) that: "Closely related to the quality of school principals with various aspects of life such as school discipline, school cultural climate, and according to students' naughty behavior". Instead, the principal is responsible for micro education management, which is directly related to the learning process in school.

Task of the Principal as Supervisor

Edmonds (in Sagala, 2005) about the principal as a supervisor serves to improve supervision and control of teachers and other personnel to improve their performance. The school principal as a supervisor is responsible for managing all aspects of the curriculum that apply in the school so that it can provide results that are in accordance with the predetermined target. Curriculum aspects that must be mastered by the principal as a supervisor are subject matter, teaching and learning

process, curriculum evaluation, curriculum management, and curriculum development.

Academic Supervision

Supervision is an important part of education, supervision contains broad meaning but essentially the same is an activity that aims to improve the learning process. This is in accordance with what was stated by Syaiful Sagala (2009: 195), that supervision is essentially a professional assistance and guidance for teachers in carrying out instructional tasks in order to improve learning and teaching by providing stimulation, coordination, and continuous guidance both individual or group.

Referring to the purpose of academic supervision, it is necessary to know also the academic supervision function. The supervision function according to Suharsimi Arikunto (2004: 13), there are three, namely: (a) as an activity to improve the quality of learning, (b) as a trigger or driver of changes in the elements associated with learning, and (c) as an activity lead and guide.

Suharsimi Arikunto (2004: 33) stated that there are three kinds of supervision objectives: (a) Academic supervision, which focuses supervisor's observations on academic problems, namely things that take place in the learning environment when students are in the process of learning something , (b) Administrative supervision, which focuses supervisor's observations on administrative aspects that function as supporting and facilitating learning implementation (c) Institutional supervision that spreads or disseminates supervisor observation objects on aspects that are around the school.

The results of supervision need to be followed up in order to have a real impact on improving teacher professionalism. The follow-up is in the form of reinforcement and awards given to teachers who have met the standards, educating reprimands are given to teachers who have not met the standards, and teachers are given the opportunity to attend training or further upgrading.

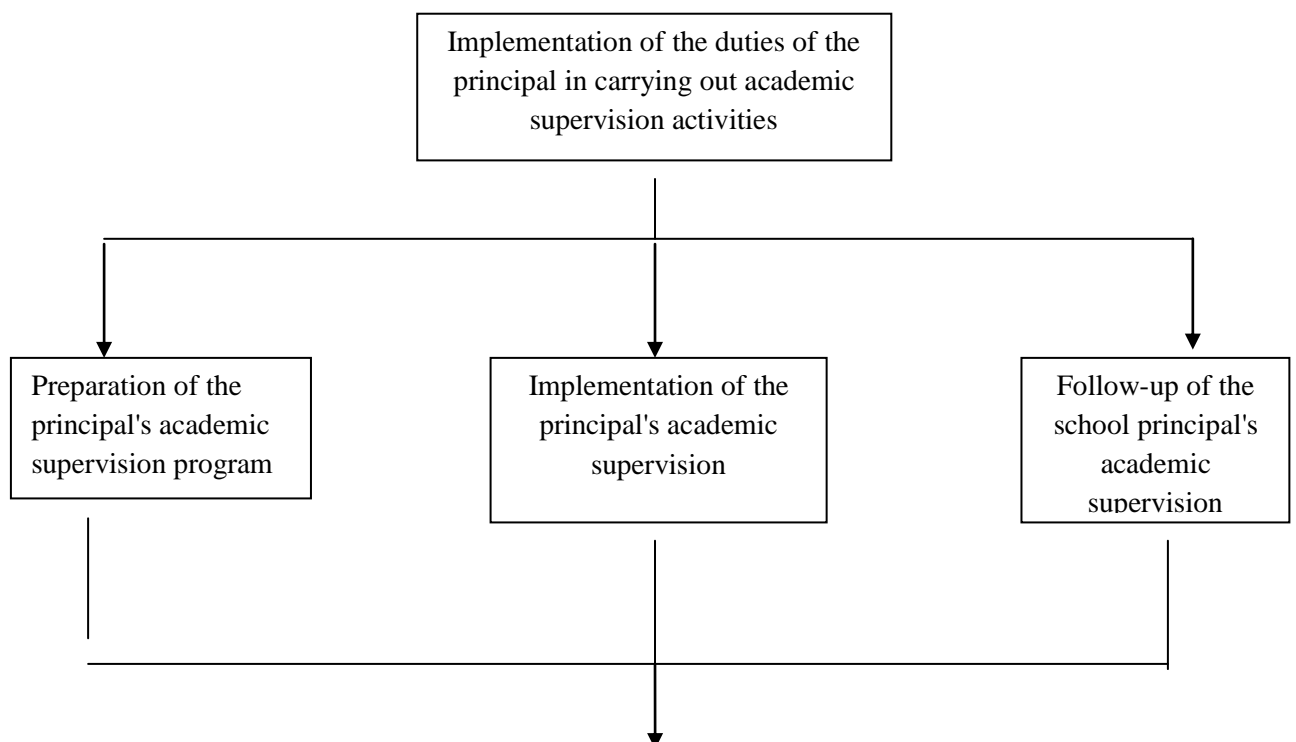
Relevant Researches

Henny (2013), *Principal Supervision in Improving Professional Teachers in SMA Methodist Banda Aceh*. This study aims to determine the implementation of supervision which includes programs, implementation, evaluation, supporting and inhibiting factors faced by the head of SMA Methodist Banda Aceh. This study used descriptive methods and qualitative approaches, data collection techniques through observation, interviews, and documentation, research subjects of the principal, vice principal, teacher and supervisor. Based on the above results,

the research that will be studied is to investigate the implementation of the tasks of the principal in conducting academic supervision in SMA Swasta Sisingamangaraja Tanjungbalai, and position research at the top in this study is an enormous boost and support in assessing duties of the principal in carry out academic supervision activities. This study also aims to examine in detail the preparation of the principal's academic supervision program, the implementation of the principal's academic supervision and the follow-up of the principal's academic supervision. This research is also supported by the results of the above research which states that the principal still lacks guidance in delivering material in class to the teacher.

Conceptual Frammwork

The success of an educational institution is highly dependent on the leadership of the principal because the principal is one of the components of education that plays the most role in improving the quality of education for principals and principal is also the leader in the institution. So the principal must bring the institution towards the achievement of the stated goals, the principal must be able to see the changes and be able to see a future in a better global life. The principal must be responsible for the smoothness and success of all formal school management and management affairs for his superiors or informally the people who have entrusted their students. For more details can be seen in Figure 2.2 schema framework below.



Analysis of the implementation of the duties of the principal in
carrying out academic supervision activities in SMA Swasta
Sisingamangaraja Tanjungbalai

Figure 2.2. Conceptual Framework

3. Methodology

This research was conducted in SMA Swasta Sisingamangaraja Tanjungbalai with consideration (1) the researcher was a teacher in SMA Swasta Sisingamangaraja, (2) similar studies had not been conducted on the implementation of the principal's duties in carrying out academic supervision activities in SMA Swasta Sisingamangaraja Tanjungbalai which was examined.

The subjects referred to in this study were those who could provide information related to the data needed in the study, namely: (1) The main informant was the principal of SMA Swasta Sisingamangaraja who would provide directions to develop research in deeply. (2) Teachers of SMA Swasta Sisingamangaraja Tanjungbalai. (3) Supervisor of High School in Tanjungbalai.

This study used descriptive qualitative research methods. Sugiyono (2013: 9) suggests that qualitative research is used to examine the condition of scientific objects, where researchers are a key instrument, data collection techniques with triangulation, data analysis is inductive or qualitative, and the results of qualitative research emphasize the meaning rather than generalization.

Researchers used semi-structured interviews (indepth interviews) using interview guides who then developed questions in parallel or asked questions after the informants answered so that there were interactive interviews between researchers and informants.

4. Presentation of Research Results Data

First, the principal of SMA Swasta Sisingamangaraja Tanjungbalai made an academic supervision planning program before carrying out academic supervision of the teacher. The principal conducted the preparation of academic supervision programs at the beginning of each semester through meeting activities involving all school personnel consisting of annual programs and semester programs. The programs compiled were school management to form an academic

supervision organizational structure, form a team and made a testimonial the executive supervisors for academic supervision, carry out evaluation of the implementation of supervision and follow up the results of supervision.

Description of the data on the implementation of academic supervision by the principal is based on the field studies that have been conducted. The implementation of academic supervision by the principal consists of three scope of academic supervision, namely: academic supervision on learning planning, academic supervision on the implementation of learning, and academic supervision on learning evaluation.

Based on the results of the above study it is known that: The principal conducts the preparation of academic supervision programs at the beginning of each semester through meeting activities involving all school personnel consisting of annual programs and semester programs. The programs compiled are school management to form an academic supervision organizational structure, form a team and made testimonial to assign executive supervisors for academic supervision, carry out evaluation of the implementation of supervision and follow up the results of supervision. This aims to facilitate the headmaster in the socialization and implementation.

5. Conclusion

Preparation of academic supervision programs at SMA Swasta Sisingamangaraja Tanjungbalai has been carried out well. Preparation of the principal's academic supervision program, including: school management to form an academic supervision organizational structure, forming a team and Certificate of Duty to assign executive supervisors academic supervision, carrying out evaluation of supervision and conducting follow-up of supervision results as well as conducting mentoring programs in formulating learning objectives, direction in choose learning material, mentoring in organizing learning material, directing in choosing learning methods, direction in selecting learning resources / learning media. Academic supervision implementation in SMA Swasta Sisingamangaraja Tanjungbalai is good and academic supervision by the principal in SMA Swasta Sisingamangaraja Tanjungbalai consists of three scope of academic supervision, namely: (1) academic supervision on learning planning, results obtained in the principal's academic supervision of teachers in learning planning in SMA Swasta Sisingamangaraja Tanjungbalai belongs to the good category with a percentage of (18.36%) (2) academic supervision on the implementation of learning, the results of the academic supervision of the principal in the implementation of learning in SMA Swasta Sisingamangaraja Tanjungbalai included in the good category with a percentage (9.54%) (3) academic supervision on learning evaluation in good category with a percentage (17.54%).

The following-up of the academic supervision results of principals in SMA Swasta Sisingamangaraja Tanjungbalai has been very good and the implementation of follow-up activities of the principal's academic supervision results is face-to-face, which is usually done directly after completing supervision activities by the principal. Follow-up to the results of academic supervision is not only done by the principal, but also by the initiative of the teacher himself. For example through empowering teachers who have more ability and experience to share their knowledge with fellow teachers without having to plan in advance with the principal.

Based on the results of the principal's academic supervision research it has been shown to have an influence on teacher performance. This means that the teacher's performance will increase if it is supported by the supervising of the principal's school especially the school principal as the school leader to improve the academic supervision of the good and sustainable principals.

Efforts to improve and improve the academic supervision of principals in schools to develop their abilities and potential in understanding academic abilities such as improving the quality of learning, residual quality, and quality of school. The implication is that principals and teachers trigger and move changes in the elements associated with improving learning that involves the teacher as learning that involves the teacher as an important role in learning, and the more active supervision is given or applied to the teacher, the better the teacher's performance in learning.

As a contribution of thought to the successful implementation of academic supervision by the principal at Sisingamangaraja Tanjungbalai Private High School, a number of suggestions were proposed as the results of this study were as follows:

1. For the Head of Office, to succeed in implementing academic supervision.
2. For school supervisors, it is best to analyze the problems and the main needs of the principal in the target school.
3. For school principals, they can determine a structured coaching step towards school principals and teachers, such as workshops by presenting relevant education practitioners such as school supervisors for further guidance of teachers in schools.
4. For Teachers, the material for evaluating the performance of teachers in Sisingamangaraja Tanjungbalai Private High School, so that it can improve and improve the ability to teach so that they are competent.
5. For researchers, it is hoped that they can utilize the results of this study as a material for further study in the context of developing education science,

especially in the field of education management and human resource development related to educators and education staff in schools.

References

- Arikunto, Suharsimi. 2006. *Dasar-Dasar Supervisi*. Jakarta: Rineka Cipta
- . 2004. *Dasar-Dasar Supervisi*. Jakarta: Rineka Cipta
- . 1993. *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: Rineka Cipta.
- Akbar & Usman. 2009. *Supervisi Kepala Sekolah*. Jakarta: Bumi Aksara.
- Aqib. Zainal. 2002. *Profesionalisme Guru dalam Pembelajaran*. Surabaya: Insan Cendikia
- Bafadal, Ibrahim. 2000. *Supervisi Pengajaran: Teori dan Aplikasinya dalam Membina Profesional Guru*. Jakarta : Bumi Aksara.
- E. Mulyasa. 2005. *Manajemen Berbasis Sekolah, Konsep, Strategi dan Implementasi*. Bandung : PT Remaja Rosdakarya.
- E. Mulyasa, E. 2003. *Menjadi Kepala Sekolah Profesional*. Bandung : Remaj Rosdakarya
- Danim, Sudarwan. 2002. *Inovasi Pendidikan dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan*. Bandung: CV Pustaka Setia.
- Danim, Sudarwan. 2004. *Motivasi Kepemimpinan dan Motivasi Kelompok*. Jakarta: PT. Rineka Cipta.
- Hendiyat Soetopo dan Wasty Soemanto. 2010. *Kepemimpinan dan Supervisi Pendidikan*. Jakarta: Bina Askara
- Lantip Diat Prasajo & Sudiyono. 2011. *Supervisi Pendidikan*, Yogyakarta: Gava Media
- Made Pidarta. 2011. *Manajemen Pendidikan Indonesia*. Jakarta: Rineka Cipta

- Made Pidarta. 1997. *Peranan Kepala Sekolah Pada Pendidikan Dasar*; Jakarta: Gramedia
- Marno dan Triyo Supriyanto. 2008. *Manajemen dan Kepemimpinan Pendidikan Islam*, Bandung: Refika Aditama
- Moleong, Lexy J. 2015. *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya
- Moleong, Lexy J. 2010, *Metodologi penelitian kualitatif*, Remaja Rosdakarya, Bandung
- Nasuha, Sutadji, M. dan Erwin, R. 2013. Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru di MTs Negeri Samboja Kabupaten Kutai Kartanegara. *Journal Administrative Reform* 1(2): 472-484
- Ngalim Purwanto. 2003. *Administrasi dan Supervisi Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Nugraha. Mulyawan Safwandy.2017. Pelaksanaan Supervisi Akademik oleh Kepala Madrasah Aliyah Swasta di Kabupaten Sukabumi Jawa Barat. Dalam *Jurnal Pendidikan Islam ,Sekolah Tinggi Agama Islam Sukabum*, Vol. 9, Nomor 1, April 2017
- Prasojo, Lantip Diat dan Sudiyono. 2011. *Supervisi Pendidikan*. Yogyakarta: Gava Media.
- Sagala, Syaiful., (2011), *Konsep dan Makna Pembelajaran*, Bandung: Alfabeta.
- Sagala, Syaiful. 2010. *Supervisi Pembelajaran dalam Profesi Pendidikan*. Bandung: Alfabeta.
- Sagala, Syaiful. 2009. *Konsep dan makna Pembelajaran*. Bandung: Alfabeta.
- Satori, Djam'an. 2004. *Paradigma Baru Supervisi Pendidikan untuk Meningkatkan Mutu dalam Konteks Peranan Pengawas Sekolah dalam otonomi Daerah*. Jawa Barat: ASPI.

- Setiawan, I. 2010. Kepemimpinan Kepala Sekolah sebagai Seorang Supervisor dalam Pengawasan Kinerja Guru Pendidikan. Skripsi. Manajemen pendidikan. Universitas Negeri Padang
- Sudijono, A. 1996. *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada.
- Sudjana, Nana. 2011. *Supervisi Pendidikan, Konsep dan Aplikasinya bagi Pengawas Sekolah*. Bekasi: Binamitra Publishing
- Sugiyono. 2013. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Supriyatno, Aji. 2008. *Supervisi Pembelajaran dalam Profesi Pendidikan*. Bandung: Alfabeta.

DEVELOPMENT OF MANAGEMENT MODEL TO BUILD STUDENTS' SELF RESILIENCE FROM DRUG ABUSE

Japar Sidik¹, Rosmala Dewi², Irwandi³

Education Administration Study Program, Postgraduate
The State University of Medan

Abstract

Self-resilience needs to be owned by every teenager, including high school students so that they can avoid various adverse influences one of which is drug abuse. The aim of this study: (1) to produce products in the form of management models those are appropriate to be used to build students' self-resilience from drug abuse, and (2) measure the effectiveness of product development models to build students self-resilience from drug abuse. This research includes the type of research and development that refers 4-D model, namely defines, design, develop and disseminate. Research subjects were students of SMA Negeri 1 Tanjung Tiram, Batubara Regency. The results of the study show that: (1) the management model product developed has received an assessment form an expert validation, the assessment results stated that the products were appropriate to be used to build students' self-resilience from drug abuse, and (2) the product developed has been tested in small groups and field test, the results of the tested showed effective products used to build students' self-resilience from drug abuse. Thus it was concluded that the management model developed was categorized as feasible and effective to be used to build students' self-resilience from drug abuse.

Keywords: Management Model, Self-Resilience, Drug Abuse.

INTRODUCTION

Generally high school students are teenagers who are very vulnerable to outside influences. The existence of various demands on the basis of its growth and development makes teenagers very vulnerable to any interference that can cause problems in their lives both personally and social problems. Of course the problems and adverse conditions that arise and are experienced by students (teenager) will not occur if the students have strong self-resilience so that they avoid all bad influences.

A students (teenager) needs to have a strong self-resilience that can be used as a stronghold of self-resilience to counteract the various influences and challenges that befall him. Students who have strong and positive self-resilience will certainly be able to fortify themselves from various bad influences that come from both inside and outside themselves. Conversely students who do not have strong self-resilience tend to think and behave in the wrong way which will have a negative impact on the life of the student itself.

Self-resilience can be interpreted as the ability of teenagers to adapt to conditions of change and pressure through flexible and healthy ways (Kristanto, 2014:68). Self-resilience can also be interpreted as personal resilience. Personal resilience is a dynamic condition or appearance of a person that implies persistence, resilience and ability to develop the power to deal with and overcome all forms of threats, challengers, obstacles and disturbances that come from within and from outside that directly or indirectly endanger integrity, identity, existence and struggle to pursue goals and ideals according to

their vision (Soedarsono, 2000:9). A person self-resilience can be also being in the form of adversity quotient. Adversity quotient is a person's ability to fight and overcome problems, obstacles or difficulties they have and will turn them into opportunities for success (Novilita and Suharnan, 2013:621).

Self-resilience is important for high school students because at this age it is a time that always wants to experiment with new things and is prone to negative influences such as being involved in alcohol, smoking, falling into sexual life or free sex even involved in drug abuse. Currently the problem that is experienced by students (teenagers) is drug abuse. Drug threats continue to overshadow people's lives, causing parents to worry about the safety and safety of their children's future (Saputra, 2017:26).

The current phenomenon of drug abuse by high school students (teenagers) shows that in this phase, teenagers or students are in a very vulnerable period due to lack of experience and understanding of the knowledge provided about the dangers of drugs themselves. The young generation's ignorance of drugs and personality turbulence and drug availability are the main problems in fighting drugs (Hanifah and Unayah, 2011:36). Drug abuse is caused by several factors, namely social environmental factors such as curiosity motives, opportunities, facilities and infrastructure, and personality factors such as low self-esteem, emotional and mental (Ogur, et. al., 2010:22). Factors causing drug abuse are family factors, personality factors and opportunity factors (Hanifah and Unayah, 2011:35).

The high school students need to be equipped with strong and positive self-resilience to avoid association and lifestyle that can damage themselves including avoiding drug abuse. To be able build self-resilience of students, in order to avoid the influence of drug abuse it is necessary to develop a management model that can develop awareness of critical thinking, self-confidence, play and active role, be responsible and encourage students' ability to have the depth of interpreting social phenomena in their lives including the phenomenon of influence drug abuse and its dangers.

Management is to organize and regulate all activities so that they can be carried out as well as possible, precisely, directed and completed and can be accounted for (Masrokhan, 2013:12). Management can also be interpreted as a process or framework, which involves the guidance or direction of a group of people towards organizational goals or real intentions (Terry and Rue, 2009:1). The main functions of management included planning, organizing, actuating and controlling.

This study is intended with the aim of (1) to produce product in the form of appropriate management models to build students 'self-resilience from drug abuse, and (2) measure the effectiveness of product development management models to build students' self-resilience from drug abuse

MATERIALS AND METHODS

This study uses a research and development approach modified from Borg and Gall (Setyosari, 2013:194). The development model used in this research and development is 4-D development model proposed by Thiagarajan and Semmel (Trianto, 2014:93), which consists of four stages, namely define, design, develop, and disseminate.

1. The define phase included 5 (five) main steps, namely: (a) front end analysis, (b) student analysis, (c) task analysis, (d) concept analysis, and (e) formulation of objectives. The analysis was conducted at SMA Negeri 1 Tanjung Tiram, Batubara Regency by observing, conducting in-depth interview with teachers about student 'self-resilience (teenagers) and conducting *Focus Group Discussion* (FGD) for several students (teenagers) who were used to raise and establish basic problems to build student 'self-resilience especially against drug abuse.

2. The design phase is carried out to prepare materials and design products to be developed, including the preparation of validation questionnaire instruments by material and media experts, as well as the effectiveness questionnaire used to see the valid and effective models developed. The media developed in the form of modules about the management model to build students self-resilience from drug abuse that contains introduction, types and dangers of drugs, model of students self-resilience management from drug abuse (planning, organizing, actuating and controlling).
3. The development phase was carried out through 2 (two) steps, namely expert assessment followed by revisions and development tests. The purpose of this development phase is to produce a final form of a module management model to build students self-resilience from drug abuse after going through a process of validation and revision based on expert advice. Expert validation included (a) validation of material expert who assess the product on aspects of content feasibility, language feasibility and presentation of feasibility aspects, and (b) validation of media experts who assess the product in terms of module display, language feasibility and product feasibility.
4. The disseminate phase is the final stage in which the development product is promoted so that it can be accepted by users both individually, in a group or system. In the deployment phase which was seen was the developed modules, their effectiveness could be seen from the effectiveness test by using students' self-resilience from drug abuse questionnaires.

The research and development subject consists of: (1) two validators' questionnaire instruments; (2) two expert validators namely materials experts and media experts; and (3) SMA Negeri 1 Tanjung Tiram students. Data collection techniques and instruments use interview guidelines, observation, questionnaire and documents. Data analysis was carried out in several stages: (1) analyzing the needs, objectives, materials, preparation, implementation and evaluation of the development of students' self-resilience management models through interactive analysis with data collection steps, data reduction, data display and conclusions; and (2) analyzing the effectiveness of students' self-resilience management models by analyzing the results of student questionnaires based on the result of field tests.

RESULT AND DISCUSSION

1. Development Result

The result of this research and development are management models to build students' self-resilience from drug abuse, developed by the 4-D method proposed by Thiagarajan and Semmel (Trianto, 2014:93) including define, design, develop, and disseminate.

In the define phase, an analysis of the needs of students as teenagers is done by analyzing students' self-resilience from the influence of drug abuse by conducting *Focus Group Discussion* (FGD) to 10 students including tenacity, resilience, ability to develop self-strength, ability to face challenges that come. The results of interviews with Counseling Guidance teachers and FGD result with 10 students (recommendation of Counseling Guidance teachers) in SMA Negeri 1 Tanjung Tiram obtained information that some students tended to have smoking habits, skipping school, lack of learning enthusiasm, low self-esteem, pessimism, easily influenced by friends, lack of understanding of types and dangers of drugs, and have negative self-resilience. In addition, high school students quality as teenagers and make it possible to be a development model. Based on the result of the analysis in the define phase, it was determined that the products developed in the form of modules.



Figure1. Module Cover

The planning or design phase is a stage of develop a management model to build students' self-resilience from drug abuse whose development is arranged in modules and validation questionnaire instruments by material experts and media experts as well as questionnaires on the effectiveness of product develop.

The development phase was carried out through two steps, namely assessment by material experts and media experts followed by revisions based on expert suggestions and development testing. The results of the development stage include the result of expert material validation and media expert validation result.

The disseminate phase is the final stage in research and development where the development products are promoted so that they can be accepted by users, individuals, group or systems. This stage is the stage of using the device that has been developed on a wider scale and aims to test the feasibility of using the product. After the product is declared valid by the validator, the next step is the deployment stage. In the deployment phase which is seen or assessed is the effectiveness of the module being developed, its effectiveness can be seen from the effectiveness test by using a questionnaire sheet about students 'self-resilience from drug abuse. The effectiveness of the product was obtained through field tests conducted on SMA Negeri 1 Tanjung Tiram students, namely a small group test with 10 students and a large group with 30 students.

2. Product Validation Results

Products are developed in the form of modules on management models to build students' self-resilience from drug abuse. The products developed are then evaluated or validated by material expert and media expert. Validation result by material expert can be seen in table 1.

Table 1. Material Expert Validation Results

No.	Assessment Indicator	Average Score	Criteria
1	Feasibility of Content	3.4	Good
2	Feasibility of Language	3.8	Good
3	Feasibility of Presentation	3.4	Good
Average		3.5	Good

Assessments from material expert obtained average rating with good categories as well as some suggestions from material expert such as more compacted material and supporting images/illustrations of more adapted material. Based on the result or subsequent evaluation, revisions were made according to the suggestions from the material expert. The result of the validation by material expert concluded that the module developed was declared valid and feasible to use according to the feasibility of the content, language, and the feasibility of presenting the material.

The products developed were also evaluated and validated by media expert on aspects of module display, language feasibility and product feasibility. Validation results by media expert can be seen in the table 2.

Table 2. Media Expert Validation Results

No.	Assessment Indicator	Average Score	Criteria
1	Module Display	3.6	Good
2	Feasibility of Language	3.6	Good
3	Feasibility of Product	4.2	Very Good
Average		3.8	Good

The results of validation by media expert obtained an average rating with good categories and for the feasibility of the product obtained an assessment with a very good category, with some suggestions from media expert including improving the size of the module so that it is easy to use and improve the layout of text and images. Based on the results of validation by media expert it was conclude that the developed modules were declared valid and feasible to use.

3. Product Effectiveness

After the revision is done according to be the suggestions of the expert validator and module developed has been declared valid and feasible, then the next steps are the stage of packaging and distributing the product. In the deployment phase, the effectiveness of the product will be tested using a questionnaire instrument given to high school students as the target of the user. The effectiveness test was carried out in two stages: small group test (10 students) and large group test (30 students). The results of the product effectiveness test can be seen in the table 3.

Table 3. The Results of Product Effectiveness Tests

No.	Effectiveness Test	Percentage (%)	Criteria
1	Small Group (10 students)	79.2	Effective
2	Large Group (30 students)	77.6	Effective

The results of the small group test (10 students) obtained a percentage of 79.2% and the results of the large group test (30 students) obtained a percentage of 77.6% or categorized as effective. Thus, based on the results of the field test, it was concluded that the product management model developed effectively was used to build students' self-resilience from drug abuse.

CONCLUSIONS

Based on the results of the research that has been carried out, it can be concluded that the management model to build students' self-resilience from drug abuse developed using the 4D development model proposed by Thiagarajan and Semmel, included the stage of define, design, develop, and disseminate. The product management model to build students' self-resilience from drug abuse developed has received assessment and validation from material expert and media expert, the results of the assessment state that the product is valid for use in building students' self-resilience from drug abuse, in terms of the feasibility of the content, language, presentation, display of modules and aspects of product feasibility.

Products developed have also been tested for effectiveness in small groups (10 students) and large groups (30 students). The results of the effectiveness test show that effective product management models are used to build students' self-resilience from drug abuse. Thus it was concluded that the management model developed was in the valid and effective category used to build students' self-resilience from drug abuse.

The management model to build students' self-resilience from drug abuse is expected to be used as guidance for teachers, parents and students in an effort to build strong and positive self-resilience in facing various challenges and bad influence that come including the influence of drug abuse, so students have the ability and strength to say "no" to drugs.

REFERENCES

- Hanifah, A., dan Unayah, N. 2011. Mencegah dan Menanggulangi Penyalahgunaan Napza Melalui Peran Serta Masyarakat. *Informasi*, 16(1): 33-46.
- Kristanto, A. 2014. Bentuk Dukungan Sosial Keluarga Terhadap Remaja Pengguna Narkoba (Studi Kasus di Yayasan Borneo Insan Mandiri Samarinda). *eJournal Ilmu Sosiatri*, 2(3): 64-76.
- Masrokhani, P. 2013. *Manajemen Mutu Sekolah*. Jogjakarta: Ar-Ruzz Media.
- Novilita, H., dan Suharnan. 2013. Konsep Diri Adversity Quotient dan Kemandirian Belajar Siswa. *Jurnal Psikologi*, 8(1): 619-632.
- Ogur, M.M., Tarigan, T., Tinambunan, B.M., dan Siswoyo, E. 2010. Model Komunikasi Keluarga dalam Rangka Rehabilitasi Anak di Penjara Anak Perempuan; Studi Efektivitas Komunikasi Keluarga Untuk Penyembuhan Anak Narkoba di Penjara Tangerang. *INSANI*, 1(10): 18-31.
- Saputra, I. 2017. Aktualisasi Nilai Pancasila Sebagai Kunci Mengatasi Penyalahgunaan Narkoba di Indonesia. *Jurnal Pancasila dan Kewarganegaraan*, 2(2): 25-35.
- Setyosari, P. 2013. *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana.

- Soedarsono, S. 2000. *Penyemaian Jati Diri: Strategi Membentuk Pribadi, Keluarga, dan Lingkungan Menjadi Bangsa yang Profesional, Bermoral, dan Berkarakter*. Jakarta: Elex Media Komputindo.
- Terry, G.R., dan Rue, L.W. 2009. *Dasar-Dasar Manajemen*. Jakarta: Bumi Aksara.
- Trianto. 2014. *Desain Pengembangan Pembelajaran Tematik*. Jakarta: Bumi Aksara.

THE ANALYSIS OF CODE MIXING USED BY JUNIOR HIGH SCHOOL STUDENTS

Retno Apridhayati¹ Sri Ninta Tarigan²

**Student of English Department, FKIP University of Prima Indonesia¹
Lecturer of English Department, FKIP University of Prima Indonesia²**

Abstract

This objective of the study was to investigate and analyze the types of code mixing used by Junior High School students. The study used descriptive qualitative method. Each sentence from the students conversation was carefully identified to determine its code mixing type according to Hoffman's theory (1991). The data of the study is utterances which code mixing is included in it. The technique of the data collections used is documentary technique. It is found that there were three types of code mixing used by Junior High School students according to Hoffman theory namely : (1) intra-sentential code-mixing, (2) intra-lexical code-mixing, (3) code-mixing involving change of pronunciation. According to Hoffman theory there are four reasons of using code mixing but in this study it was found that the dominant reason is "If someone is exposed to mixed input, s/he will often respond with mixed production."

INTRODUCTION

Language is the ability possessed by every human being to communicate, interact, and express feelings or thoughts with other humans by using words, motion or symbols . Language cannot be separate with human society because language plays an important role in people's lives.. We can see it from human daily activities that never stop to communicate to each other.

The study of language associated with social is a very interesting research to be discussed and researched. According to Fishman (1972:4) sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change and change one another within a speech community. According to C.Criper and Widdowson in J.P.B. Allen and S. Piet(Eds.) (1975:156) sociolinguistic is the study of language in operation, it's purpose is to investigate how the convention of the language use related to other aspects of social behaviour.

In bilingual community, people tend to mix one language to other language. According to Bloomfield (1933:56) bilingualism is the ability of a speaker to use two languages that are equally good. People who studying a language must be familiar with the code. Code is a variation of language. There are two kinds of code such as code-mixing and code switching. When speaker use mixing language, it called code-mixing. Code mixing appear when people combine two languages between mother tongue and English. The use of code mixing itself occur in conversation of bilingual speakers and they may appear at the same time but they are often used in a different context. Code mixing can be seen by writing and spoken language.

There were many researches about this. For example that has been done by Musthofa (2009), Yuliana (2015) , Sutrismi (2014) and Kustati (2014). An analysis of Indonesian-English code-mixing used by the presenters on “Black in News” in Trans 7 Tv by Muhammad Musthofa, and Code-mixing and code-switching of Indonesian celebrities: a comparative study and another one is the use of Indonesian English code mixing in social media networking (Facebook) by Indonesian youngsters by Nana Yuliana. According to Sutrismi with his title The use of Indonesian English code mixing in social media networking (Facebook) by Indonesian youngsters, the researcher found that the correspondences used code mixing when they were posting a status or chatting in their Facebook account. And according to Martin Kustati with his title An analysis of code mixing and code switching in EFL teaching of cross cultural communication context, the researcher found that the teachers used code mixing and switching in the process of clarifying certain issues to make them more comprehensible to students. Teachers also do these kind of switching during their attempt to promote relationship with students, to switch topic, and to persuade or motivate students to be more engaged in learning English.

In this case, the researcher make a research in Junior High School students because around that age there is a transition from childhood to teenagers so they are affected by many factors especially in language. So that they have many variations of language. Around that age, they like to mix language when they are talking. As the researcher had heard some junior high school students mixed language when they are talking so the reseacher was attracted to make the analysis of it.

METHOD

The type of this research was descriptive qualitative because it described the sociolinguistics form of code mixing, the categories of code mixing and the reason of using code mixing by Junior High School students. According Sheman and Webb (1988) assume that qualitative research is concerned with meaning as they appear to, or are achieved by persons in lived social situations. Meanwhile, Bogdan and Biklen (1982) state that qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. According to Denzin and Lincoln (2000) qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researches study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3). In analyzing data, the researcher analyze based on the theory of Hoffman about the categories of code mixing and the reason of using code mixing itself.

Hoffman (1991) explained that there are many types of code-mixing based on the area where the language is used. He categorized code-mixing into three categories: (1) intra-sentential code-mixing, (2) intra-lexical code-mixing, (3) code-mixing involving change of pronunciation. First, intra-sentential code-mixing is the code-mixing that happens within a phrase, a clause or a sentence boundary. The next code-mixing type is intra-lexical code-mixing This type of code-mixing occurs within a word boundary. The last is code mixing involving change of pronunciation.

Hoffman (1991) came up with four reasons. Here are the reasons of code-mixing according to Hoffman's theory such as:

1. If an item has been acquired in one language but not yet in the other, someone may use the available device to express a certain lexical or grammatical meaning.
2. If an item temporarily unavailable, the subject is likely to resort to an equivalent form in the other language.
3. If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
4. If someone is exposed to mixed input, s/he will often respond with mixed production.

DISCUSSION AND RESULT

According to the analysis, the researcher found 37 data of Indonesian English code mixing in Junior High School students which consists of 25 data of Intra-Lexical, 8 data of Intra-Sentential and 4 data of code mixing involving change of pronunciation.

No	Utterances	Code Mixing Categories	Theory
1	Good Morning. <i>Apa kabar ?</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
2	<i>Hi Guys...</i> <i>Jumpa lagi</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
3	...Nervous <i>aku tadi.</i>	Intra-Lexical	If an item is more

			complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
4	<i>Besok ujian, aku belum me-review apapun.</i>	Intra-Lexical	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
5	<i>Semalam aku dinner sama keluarga aku.</i>	Intra-Lexical	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
6	<i>Kami holiday ke Tongging kemarin.</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production..
7	<i>Jalanan licin. Be careful ya</i>	Intra-Sentential	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
8	<i>Good luck buat ujiannya ya woi.</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
9	<i>Wajahnya cantik banget. Hampir perfect.</i>	Intra-Lexical	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
10	<i>So sweet kali kalian berdua</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
11	<i>Kasian banget yang single ini</i>	Intra-Lexical	If someone is exposed to

			mixed input, s/he will often respond with mixed production.
12	<i>Kamu dapat skor berapa?</i>	Code-mixing involving change of pronunciation	If someone is exposed to mixed input, s/he will often respond with mixed production.
13	Oh my God! <i>Itu atraksi beneran ?</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
14	<i>Pedasnya level berapa ?</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
15	<i>Buat apa kamu sedih ?</i> move on la	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
16	<i>Aku pulang dulu ya,</i> bye.	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
17	Paparazi <i>itu dimana-mana</i>	Intra-Lexical	If an item has been acquired in one language but not yet in the other, someone may use the available device to express a certain lexical or grammatical meaning.
18	Hangout <i>yok woi</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
19	<i>Kita mah selalu salah dimata</i> haters	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
20	<i>Aku mau nya jalan-jalan ke</i> Lake Toba <i>liburan ini</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed

			production.
21	View nya indah sekali	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
22	Hobi aku ada 2, memasak dan ngedance	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
23	Mata pelajaran yang saya tidak suka itu Matematika. Karena gurunya killer	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
24	Aku gak terlalu update tentang gosip artis	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
25	Susi itu orang nya arrogant kali	Intra-Lexical	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
26	Speechless aku liatnya	Intra-Lexical	If an item has been acquired in one language but not yet in the other, someone may use the available device to express a certain lexical or grammatical meaning.
27	Si Rina sensitif kali jadi orang	Code-mixing involving change of pronunciation	If someone is exposed to mixed input, s/he will often respond with mixed production.
28	Kita disuruh ngerjain bergrup	Code-mixing involving change of pronunciation	If someone is exposed to mixed input, s/he will often respond with mixed production.
29	Feeling ku kok gak enak ya	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed

			production.
30	<i>Jangan malu-malu ya dear</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
31	<i>Yes, pastinya dong!</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
32	<i>By the way, judul lagu ini apa ya ?</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
33	<i>Pokoknya kita harus berjuang sama-sama. You understand ?</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
34	<i>Sorry ya gak sengaja numpahi minuman kamu</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
35	<i>Siapa coba yang gak kenal sama aku. Aku kan populer disini</i>	Code-mixing involving change of pronunciation	If someone is exposed to mixed input, s/he will often respond with mixed production.
36	<i>Happy Birthday Rina! Semoga makin cantik kau ya</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
37	<i>Baik kali kau hari ini. I love you la pokoknya</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.

For the Intra-Lexical examples: “*Semalam aku **dinner** sama keluarga aku.*” The words of ‘dinner’ is a type of Intra-Lexical. “*...**Nervous** aku tadi.*” The word of ‘nervous’ is also a type of Intra-Lexical. The researcher said both examples are types of Intra-Lexical, because this type of code mixing that happen within a word boundary. Morphologically the bold word is a single word, because it is the smallest meaningful of grammatical unit that can be used on its own. “*Besok ujian, aku belum **me-review** apapun.*” The word ‘review’ is a type of Intra-Lexical but it also includes to hybrid because the word ‘review’ is an English word and the word *me-* is Indonesian prefix. “*Hobi aku ada 2, memasak dan **gedance**...*” this example is as well as *mereview*”.

For the Intra-Sentential examples: “**By the way**, judul lagu ini apa ya ?” The phrase of ‘by the way’ is a type of Intra-Sentential. “*Buat apa kamu sedih ?* **move on la**” The phrase of ‘move on’ is a type of Intra-Sentential. The researcher said both examples are types Intra-Sentential, because this type of code mixing that happen within a phrase, a clause or a sentence boundary.

For the code mixing involving change of pronunciation: “*Si Rina sensitif* kali jadi orang” The word ‘*sensitif*’ is a type of code mixing involving change of pronunciation. “*Kita disuruh ngerjain* **bergrup**” The word ‘*grup*’ is a type of code mixing involving change of pronunciation. Indonesian people say an English word but modify it into a phonological structure. The researcher said both examples are types of code mixing involving change of pronunciation, because it happens at the phonological structure.

According to Hoffman there are four reasons of code-mixing according to Hoffman’s theory, such as :

1. If an item has been acquired in one language but not yet in the other, someone may use the available device to express a certain lexical or grammatical meaning.
2. If an item temporarily unavailable, the subject is likely to resort to an equivalent form in the other language.
3. If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
4. If someone is exposed to mixed input, s/he will often respond with mixed production.

In this research, the researcher found some reasons that stated by the participants. Some participants stated that the reason of using the code mixing are :

NO	Participants’ Reasons	Hoffman Theory	Examples	Explanation
1	To make simple and familiar	(4) If someone is exposed to mixed input, s/he will often respond with mixed production.	<i>Hobi aku ada 2, memasak dan ngedance</i>	The participant prefer to say ‘dance’ than <i>menari</i> because she think her friend has understood about what she is saying and she comfortable to mix with it.
2	To practice English and to	(4) If someone is exposed to mixed	<i>a. Kami holiday ke Tongging</i>	The participant talks to her

	learn more English vocabularies.	input, s/he will often respond with mixed production.	<i>kemarin.</i> <i>b.Mata pelajaran yang saya tidak suka itu Matematika.</i> Karena gurunya killer	English course's teacher and at the moment, her teacher also mixed a language to English so she is exposed to mixed a language too. On the other hand, her teacher also understands English and she wants to practice and learn more English vocabularies.
3	To look more classy, to look cooler, to be seen different from others, and to show the trend.	(4) if someone is exposed to mixed input, s/he will often respond with mixed production.	Hangout <i>yok woi</i>	the participant talks to her friends, she prefers to say 'hangout' than <i>nongkrong</i> . The participant wants to be seen different from others, to look cooler and more classy and also to show the trend.
4	Do not know the word in bahasa but know the word in English.	(1) If an item has been acquired in one language but not yet in the other, someone may use the available device to express a certain lexical or grammatical meaning.	a. Paparazi <i>itu dimana-mana.</i> b. Speechless <i>aku liatnya</i>	The participant talks to her friend and she doesn't know how to say the word in Bahasa so she used other available language.

CONCLUSION

The researcher found that almost all teenagers used all types of code mixing. Nowadays, teenagers are able to do bilingual in every situations, whether with friends or teacher. The way they mix words were in many variation. The dominant reason that were used by teenagers is the forth reason of Hoffman reasons that they mixed words because collocutor also mixed the words so the students responded with mix language too.

REFERENCES

- Bogdan, R.C., & Biklen, S.K. (1982). *Qualitative Research for Education: An introduction to theory and methods* (Third Edition). Boston: Allyn and Bacon.
- Bloomfield, Leonardo. 1933. *Language*. New York: Holt, Reinhard and Winston.
- Criper, C and H.G. Widdowson. 1975. *Sociolinguistic and Language Teaching* in Allen and Corder (Eds.)
- Denzin N. and Lincoln Y. (Eds.) 2000. *Handbook of Qualitative Research*. London: Sage Publication Inc.
- Fishman, J.A. (Ed.)1972. *The Sociology of Language*. Rawly massachusetts: Nwebury House.
- Kustati, Martin. 2014. An analysis of code mixing and code switching in EFL teaching of cross cultural communication context.
- Musthofa, Muhammad. 2009. An analysis of Indonesian-English code-mixing used by the presenters on “Black in News” in Trans 7 Tv.
- Robbert R. Sherman and Webb. 1998. *Qualitative Research in Education*: Taylor and Francis
- Yuliana, Nana. 2015. Code-mixing and code-switching of Indonesian celebrities: a comparative study and another one is the use of Indonesian English code mixing in social media networking (Facebook) by Indonesian youngsters.
- Sutrismi. 2014. The use of Indonesian English code mixing in social media networking (Facebook) by Indonesian youngsters.

SPEECH FUNCTION “KICK ANDY” TALK SHOW PROGRAM ON METRO TV, INDONESIA

Sisila Fitriany Damanik¹ T. Silvana Sinar²

Student of Linguistic Universitas Sumatera Utara¹
Lecturer of Linguistic Universitas Sumatera Utara²

Abstract

This study deals with speech functions in “*Kick Andy*” talk show program on *Metro TV* in Indonesian context. The objectives of this study are to describe the dominant type of speech functions used in “*Kick Andy*” Talk Show on *Metro TV* in its three episodes, to investigate how the types of speech functions linguistically coded in the talk show program in its three episodes, and to investigate why the speech functions realized in the ways they are. This research conducted qualitative method. The data were obtained from the video and the transcription of the conversation between the interviewees (the informants) and the interviewer (the host) from the three episodes of “*Kick Andy*” Talk Show Program on *Metro TV*. The texts were analyzed by applying descriptive qualitative method. The finding indicated that **Question** (54.60%) by the host and **Answer** (70.83%) by the guests are the type of speech function which are dominantly used in “*Kick Andy*” Talk Show on *Metro TV* in its three episodes. This happens because the role of the host is the person who has an authority to question and mock the guests in the topic being discussed in order to reveal the hidden story of the guests to the audiences in the studio or at home. The reason for **Answer** is dominantly used by the guests is because the guests must respond the host’s questions by answering them. In other words, from the point of typicality, interrogative and declarative are mostly typical of questions and answers in the interaction in talk show program.

Keywords: speech functions, talk show

INTRODUCTION

One of the very popular television programs is talk show. It is a program in which the three elements, such as the host (interviewer), the guests (the interviewees), audiences, raise certain topics to discuss each other and all those elements involved in the discussion during the program. In communicating information, sometimes the interviewees do not give the information needed by the interviewer (the host) and make the audiences confused to grasp the point of information. In asking questions, the host is always found to the point but the interviewees describe the answer in

complicated way, not in brief. They sometimes do not answer the host's questions directly. This will make the audiences confused and feel difficult to grasp the point of the problem for a moment.

The example of this phenomenon can be seen in "Kick Andy" talk show hosted by Andy F. Noya with Aa Gym as the guest of the talk show:

- Aa Gym : *Saya memaklumi ada yang berbedapendapat, ada yang kecewa. Yang paling bertanggungjawab atas kehidupan yang saya jalani adalah diri saya sendiri.*
- Andy : *Ya, tapi apa alasan Anda berpoligami?*
- Aa Gym : *Banyak alasan. Mudah-mudahan kita saling menghormati hak setiap orang mengambil keputusan. Sepanjang tidak bertentangan dengan agama dan juga aturan.*

In this interview, Aa Gym as the interviewee does not answer the question of the interviewer at all. The listeners (the host and the audiences) do not receive the information from speaker (the interviewee). It makes the audiences feel difficult to grasp the point of the question asked by the interviewer.

From the phenomenon it can be seen that the interviewer must be able to raise deeper questions from the previous statement answered by the interviewees. It makes television talk shows become increasingly important on television and their hosts increasingly influential.

Therefore, Halliday (1994:68) points out that whenever someone uses language to interact, one of the things they are doing is establishing a relationship between the person speaking now and the person who will probably speak next. Afterward, he states that dialogue is "a process of exchange" involving two variables : **a commodity to be exchange:** either information or goods and services, and **roles associated with exchange relations:** either giving or demanding. The simultaneous cross-classification of these two variables of exchange-commodity and exchange role define the four basic **speech functions**. The fundamental purposes in any exchange are giving (and taking) or demanding (and being given) a commodity of some kind. From the speaker's point of view in a verbal exchange, the commodity that the speaker may be giving or demanding is **information**. In such cases, the speaker makes a **statement** to give information, or asks a **question** to demand it and the listener receives (understands) the information that the speaker gives or provides the information demanded (answers the question). But sometimes the demanding of information or goods and services is not always done by the making a statement, it can be done by making order or question. It depends on the relationship between the addressee and the addresser. It means that, whether the addressee or the addresser must be focus on what will be done by them to exchange their experiences – giving and demanding information or goods and services because the exchange of commodity is closely related with the use of speech functions.

Some researches have been done to prove that the use of speech function. The use of speech function in complicated way will cause the ineffective communication as found by Sulaiman (2010) in his research in the speech function used in classroom interaction. He states that an effective classroom interaction plays an important role for the teacher in transferring the knowledge to the students in the classroom. And classroom interaction should be intensified in order that students can fully express their ideas and thoughts, thus all elements of classroom should use the speech functions well because using the speech function well enable speakers and listeners to express their needs and messages and to give information clearly.

Another research about speech function has been done by Purba (2009) in her research *Speech Function in Court Room Text*. She states that all elements in court room should know the speech functions well in order to avoid misunderstanding with one another in communication and to smooth the court sessions, so that all elements in court room are able to express their needs, messages and to give information clearly.

As noted above that speech function can be seen in many kinds of people interactions, not only in daily interactions but also in talk show on television. Farhani (2011) states that nowadays talk show programs spread in many Indonesian television channels, in which those kinds of program contain a lot of conversation in communicating information. A talk show or chat show is a television or radio program where one person (or a group of people) will discuss various things based on the topic put forth by the talk show host. It is a program which has three elements, such as the host (interviewer), the guests (the interviewees), audiences, and raises certain topics to discuss each other, where all those elements involved in the discussion during the program.

In relation to this phenomenon, this research will be conducted to find out the types of speech functions occurred in the television talk show. “Kick Andy” Talk Show on Metro TV with Andy F. Noya as the host is chosen as a talk show which will be observed since this talk show is one of the very famous talk shows in Indonesia. It is an attractive television program which is able to turn a common story happens in our surrounding into an inspiring and communicative presentation.

LITERATURE REVIEW

Halliday (1985) has sought to create an approach to linguistics that treats language as foundational for the building of human experience which is called Systemic functional Linguistics (SFL). According to Halliday (1994:606) SFL is a theory centered on a notion of language function. SFL is an approach to linguistics which sees language in social context. This approach is based on the theory of grammar which considers language as a source used in communication and not a set of rules. Halliday’s metafunction and system of language considers that language has three main functions, they are: (1) the ideational function which organizes the speaker’s experience of the real or imaginary world. It means that language refers to

real or imaginary persons, things, actions, events, states, etc: (2) the textual function is to create written or spoken text which cohere within themselves and which fit the particular situation in which they are used,: (3) the interpersonal function is to indicate, establish or maintain social relationship between people which includes forms of address, speech function and modality (Martin, 1992 : 8-13).

SFL considers functions and semantics as the basis of human language and communicative activity and concerned with the realization between language and context, interpersonal meaning in text. SFL is very useful in analyzing the language understanding and the context in which it is used. It accounts for the syntactic structure of language. It places the function of language as central, in preference to more structural approaches which place the element of language and their combination as central. It starts at social context and looks at how language acts upon and is constrained by this social context.

Based on the explanation above it can be concluded that Systemic Functional Linguistic (SFL) is a study of language grammar which is focus on the realization between text and context which express meaning in systemic of communication. Language is used by human being to create their needs and to make meaning for social life.

Functional approach refers to the concept that human beings use language in order to fulfill three functions known as metafunctions, namely (1) to represent, (2) to exchange, (3) to organize experience. Technically, these three metafunctions are termed as ideational, interpersonal, and textual functions.

Ideational function deals with representation and relation of language. Ideational function divided into experiential function, where language is used to describe experience and logical function, where is used to relate experience. Textual function refers to the way the text is organized to make meaning. Interpersonal function is the function of language to exchange human experience (Saragih: 2006).

Language is simultaneously used as representation, exchange and organization of experience (Halliday 1994:68). As social beings, human kinds cannot live isolated; they need to interact with others in order to fulfill their needs. The use of language to interact performs interpersonal function.

The previous statement suggests that interpersonal function is needed because human beings cannot live alone and provide their needs by themselves. It is due to some reasons; first, human being is a social product or socially produced. Second, human being cannot fulfill his/her own needs by him/herself, Third, only human beings who are born with the competence of transmitting and storing information. When human being interact in community, they perform interpersonal function of language.

Saragih (2006:9) states that interpersonal function is needed because human beings cannot live alone or isolation due to the fact that (1) an individual is a social product or socially produced, (2) an individual cannot fulfill his/her own needs and (3) only human beings are destined with capacity to transmit and store information.

Those reasons are extremely needed as the consideration of human beings' existence as the social product that needs communication to fulfill their needs.

The interpersonal function is realized at two levels namely at the level of semantics (discourse) and lexico-grammar which is termed Mood. At the level of semantics human beings perform two roles namely Giving and Demanding. The Commodity exchanged may be either Information or Goods and Services. When the roles and commodities are cross classified, four specific activities or speech function are derived as summarized in the table below (Halliday,1994:69):

The Basic Types of Speech Functions

Roles	Commodity	
	Information	Good & Services
Giving	Statement	Offer
Demanding	Question	Command

Exchanging experiences is the essential things which happen in communication among speakers and listeners. In order to fulfill the relationship among them in exchanging their experiences, the speech functions can be used to code the talk exhaustively, which shows the distribution of initiating to responding, giving to demanding the roles. It is in line with what is stated by Halliday (1994:30), that speech function is an action or performance done by language users such as asking, commanding, and answering.

In addition, Martin (1992:36) also states that speech function is a semantic aspect of meaning which is realized by mood at the level of lexicogrammar. In this case, all the speech functions should be coded by three moods namely, declarative, interrogative and imperative.

It is also stated by Thompson that the most fundamental types of speech functions, which lies behind all the more specific types that one may eventually be able to recognize, are giving and demanding. Either the speaker is giving something to the listener (a piece of information, for example) or he/she is demanding something from him/her. Even these elementary categories are already involving complex notion: giving means 'inviting to receive' and demanding means 'inviting to give'. The speaker is not only doing something himself/herself, he/she is also requiring something from the listener. Typically, therefore, an 'act' of speaking is something that might more appropriately be called an 'interact', it is an exchange, in which giving implies receiving and demanding implies giving in response. Semantic system can be expanded into four speech function pair choice between initiating and responding moves. The speaker initiates an interaction he assigned to the listener to put into role of responding. The speech function pair can be matched between initiating and responding;

Offer	—————→	(+) accept	(-)reject
Statement	—————→	(+) acknowledge	(-)contradict

Command → (+) undertaken (-)refuse
 Question → (+) answer (-)disclaim

It can be seen clearly in the following table (Halliday, 1994:69):

Speech Function and Responses

	Initiation	Expected Response	Discretionary Alternative
Give — goods & service	Offer	Acceptance	Rejection
Demand— goods & service	Command	Undertaken	Refusal
Give — information	Statement	Acknowledge	Contradiction
Demand — information	Question	Answer	Disclaimer

The speech functions and responses above can be used to describe the move sequences in a simple dialogue among three persons below:

A: Have you ever read ‘Gone with the wind’? Question
 B: Yes, I have Answer
 C: I don’t know it. Disclaimer
 It’s by Agatha Christie Statement
 A: Yes. Acknowledgement
 B: No, it’s not Contradiction
 Would you like to borrow my novel Offer
 C: Well, it’ll be great Accept
 A You’ll enjoy it Statement
 C: Yes. Acknowledgement
 B: Here it is Offer
 Take it Command
 C: (takes the novel) Thanks. Compliance

Martin & Rose (2007) suggest that to complete the speech functions, the moves of **greeting or leave-taking** (the *hellos* and *good-byes* framing conversations as people come and go, phone up and sign off)and**response to greeting or leave-taking** are needed. Then there is the question of getting people’s attention once they are there – **call and response to call**.

METHODOLOGY

This research applies descriptive qualitative method. A descriptive qualitative is a design which not only describes how a theory works in certain phenomenon but also describes why the theory works the way it does (Bogdan & Biklen, 1992). The

data include interview transcripts, field notes, personal documents, and official records.

A qualitative design is chosen since the subject matter of the study is concerned with speech functions occurred in the interview of “Kick Andy” Talk Show on Metro TV. The utterances of the interviewees (the informants) during the conversation with the interviewer (the host) in Kick Andy talk show will be transcribed and analyzed in order to classify the speech functions and to find out the dominant speech function by counting the percentage of the existing data.

The data were collected by retrieving the Kick Andy talk show program from YouTube then transcribes the data into written text then the data were analyzed based on Miles and Huberman technique.

RESEARCH FINDINGS

1. Speech Functions Used by the Host

The type of speech functions used by the host include five types of initiating speech and eight types of responding speech. The initiation speech functions are **Statement, Question, Offer, Command** and **Greeting**, and the respond speech functions both supporting and confronting are **Answer, Undertaken, and Refusal**. It can be seen clearly in the following table.

Proportion of Speech Functions by the host

No.	Speech Functions and Responses	Quantity	Percentage (%)
1.	Statement	98	28.16
2.	Question	190	54.60
3.	Offer	22	6.32
4.	Command	21	6.03
5.	Greeting	7	2.01
6.	Answer	5	1.44
7.	Disclaimer	0	0
8.	Acknowledge	0	0
9.	Contradiction	0	0
10.	Undertaken	2	0.58
11.	Refusal	3	0.86
12.	Acceptance	0	0
13.	Rejection	0	0
Total		348	100

From the table above, it is shown that the dominant speech functions used by the host is **Question** (54.60%), which is more than a half of the whole utterances of the host (348) in Kick Andy talk show program. This happens because the role of the host is the person who has an authority to question and mock the guests (the guests)

in the topic being discussed in order to reveal the hidden story of the guests to the audiences in the studio or at home.

It can be seen in the following example in the utterances of the host and the guest from one of the episodes:

*AFN: Saya Tanya, di MuaraEnim, di mana itusebenarnya?
BerapajauhdariPrabumuli? (Question)*

WU: 40, 43, 48 kilo lebihkurang. (Answer)

*AFN: O, kalau jam? Duasetengah jam naekmobil?
(Question)*

WU: Duasetengah jam sampai.(Answer)

From the above example AFN asks question to WU and WU answers the questions congruently. The interrogative sentences of AFN as the host in the talk show in the example above are then clearly interrogatives for he clearly demands information from WU as the guest of the talk show and are clearly responded by the guest. It also happens in the next turn.

The less dominant speech functions used by the host (the host) is **Statement** (28.16 %). The host always starts the talk show programs by the statement of opening. Openings define the communicative situation and are crucial for the ensuing interaction. This is why it is extremely important to clearly define the situation and goals in the opening phase. The opening sequences consist of two parts, the introduction of the topic and the introduction of the guests. The opening phase consisted of a monologue by the host. It can be seen in the following utterances of the host:

*Keterbatasantidakharusmembuat seseorang patah semangat dan
harus menyerah kepada nasib. Beberapa tokoh yang tampil di
Kick Andy kali
ini, membuktikan bahwa keterbatasan tidak membuat mereka patah
semangat, dan mereka tetap berjuang dan berkarya.*

In the example above, the host declares to the audiences in the studio or at home about the topic going to be discussed. His statement also occurs at anytime he would like to introduce the guests or the next guests of the show and the guests are not always fully introduced but usually first referred to in a more general way before their names are mentioned.

The intentions and communicative actions of the talk show host will be different from those of the guests and the audiences. The predominant role of the host has been noted by Timberg (1994: 272) who describes the talk show as *host-centered*.

The next speech function used by the host (the host) is **Offer**. It is 6.32 %. In most cases the host also offers a personal description of the guest being interviewed by giving the summary of the guests' opinions or stories, like the following example;

Tapi, sebelumkitalanjutkan, bagaimanakalaukitasimakkisahtentang Pak Wanharini? Inidiaceritannya.

The host of the Kick Andy talk show program initiates 6.03% **Command** . It is almost the same proportion as **Offer** initiated by him. The host usually has the audiences stay tune in the program while the commercial break takes turn. He informs the audience about the sequencing of events in the show and thus raise certain expectations. He even uses almost identical formulas of command (*Pastikanmasihbersamasaya di Kick Andy.*) for his announcements.

2 Speech Functions Used by the Guests

The proportion of speech functions used by the host is a bit different with the guests (the guests). Those speech functions used by the guests include five types of initiating speech and eight types of responding speech. The initiation speech functions are **Statement, Question, Offer, Command** and **Greeting**, and the respond speech functions both supporting and confronting are **Answer, Disclaimer, Acknowledge, Contradiction, Undertaken, Refusal, Acceptance, and Rejection**. It can be seen in the following table.

Proportion of Speech Functions by the Guests

No.	Speech Functions and Responses	Quantity	Percentage (%)
1.	Statement	19	7.20
2.	Question	11	4.17
3.	Offer	1	0.38
4.	Command	6	2.27
5.	Greeting	2	0.75
6.	Answer	187	70.83
7.	Disclaimer	12	4.55
8.	Acknowledge	19	7.20
9.	Contradiction	2	0.75
10.	Undertaken	2	0.75
11.	Refusal	1	0.38
12.	Acceptance	2	0.75
13.	Rejection	0	0
Total		264	100

From the table above, it is shown that the dominant speech function used by the guests is **Answer** (70.83%). Answer is a response to someone who demands information. As it has been mentioned above that in the talk show programs, the host is the one who control the topic and topic progression, and he or she enjoys the privilege of asking questions. He tries to seek information from the guest, therefore,

in this case the guests must respond his questions by **Answering** as the most dominant response of speech function.

In Kick Andy talk show program, speech functions of **Statement** used by the guests is only 7.20%. It is because in every talk show program on television, questions and answers are structured before the program goes on the air. It indicates that the structure of the shows is fairly fixed, i.e. the order of who is talked to is determined before the show (Penz:1996).

Based on the data analysis, findings are classified into the following points:

(1) Question by the host and Answer by the guests are the type of speech function which are dominantly used in Kick Andy Talk Show on Metro TV in its three episodes. (2) The reason why Question dominantly used by the host is because the role of the host is the person who has an authority to question and mock the guests in the topic being discussed in order to reveal the hidden story of the guests to the audiences in the studio or at home. And the reason why Answer dominantly used by the guests is because the guests must respond the host's questions by answering them. (3) The host in the TV program raised questions motivatingly because he raised 54.60% questions and gained 70.83 % answers. In other words he got more answers than the questions. This implies that the host is a very skillful motivator. While, the questions and answers are only pre-third in unmarked way (33.33%) and 32.84%. The majority of the speech functions are metaphorical. This implies that the motivation is due to the metaphorical coding.

In Kick Andy talk show program, the role of the host is the person who has an authority to question and mock the guests in the topic being discussed in order to reveal the hidden story of the guests to the audiences in the studio or at home. It can be seen that freedom of speech in public happens in this talk show program. The host sometimes brings the aspect of entertainment to the program in order to have an alive talk show program, but most of the show contains the aspects of information and education which still catch the attention of Indonesian television viewers. In hosting the show, Andy has the unique character and style. Each point of the question is direct but not sarcastic even invites laughter, and the guests feel comfortable when answering his questions. That is why the host mostly dominates the interaction in the talk show program.

In comparison between the host and the guests in initiating speech functions, the guests use almost all speech functions but the host does not use all. Typically, a guest does not use command, question or offer, but in this case, it happens because one of the guest tries to demonstrate the teaching strategies he use in his classroom. It can be seen in the following data.

AFN : *BerapabanyakaryarekayasaAnda?(Question)*

THA : *Baru26.(Answer)*

AFN : *26. Cobabisadijelaskan, iniapani? (pointing at the teaching media)(Command and Question)*

THA : *Iniuntukmatematika*

Pak.

- (**Answer**)*Jadi saya ingin menunjukkan bahwa balok itu terdiri dari 3 limas, sehingga volume 3 limas sama dengan balok bahanda urulang. (Statement) Saya boleh minta Mas Andrea?(Command)*
- AFN : *Oh, boleh-boleh. (Answer) Ya Mas Andrea akan mencoba memperagakan.*
- THA : *Ya, dubukaterus, terus, ya jadi 3 limas (Command)*
- AFN : *Ya. (Answer) Dan ini Anda peragakan kepada murid-murid Andaya?(Question)*
- THA : *Ya. (Answer) Anak-anak sayatanyakan, ” Nak, umpamaini sepuluh, sepuluh, enam, volumenya berapa?” “600”, “Pinter”. Kemudian, “Kalaubegini nak, satu ini berapa?” , langsung jawab “200 Pak” (Question)*
- AFN : *Karena ini langsung bagitigaya? (Question)*
- THA : *Iya, kemudiandari situ kita giring pada satu formula, gitu. (Answer)*
- AFN : *Jadi Anda mencoba membuat lebih fun, ya, lebih gembira. (Question)*
- THA : *O iya. (Answer)*
- AFN : *Nah, apalagi? Ini apa ini? (pointing at the teaching media) (Question)*
- THA : *Ini magnet apung. Ini untuk anak SMA. (Answer) Nah kalau ini sayatimbang posisi begini dengan posisi begini samagak? (Question) Coba, yang berpikiran “sama” ngacung. (Command)*
- AFN : *Gak berani kita. (Answer)*
- THA : *Yang berpikiran “tidak sama” ngacung. (Command)*
- AFN : *Gak ada yang berani. (Answer)*
- THA : *Yang tidak punya pikiran ? (Command)*
- AFN : *(laughing) (Answer)*

From the above data it can be seen that THA as the guest is given an authority by the host to give question and command to the host or to the audiences.

CONCLUSIONS

Based on the findings presented in previous chapter, some conclusions are drawn that in the proportion of speech functions used by the interviewees (the guests) and the interviewer (the host) from the three episodes of “Kick Andy” talk show program are Statement, Question, Offer, Command and Greeting, and the responses of Speech Functions both Supporting and Confronting are Answer, Disclaimer, Acknowledge, Contradiction, Undertaken, Refusal, Acceptance, and Rejection. The dominant speech function used by the interviewer is Question (54.60%), which is more than a half of the whole utterances of the interviewer (348) in Kick Andy talk show program. This happens because the role of the host is the

person who has an authority to question and mock the guests (the interviewees) in the topic being discussed in order to reveal the hidden story of the guests to the audiences in the studio or at home. While the dominant speech function used by the interviewees is response statement to question (Answer). This happens because in the talk show program the interviewee (the guest) of the talk show is always a person who is being interrogated and gives the information asked by the interviewer (the host) of the program.

Since the host in the TV program is able to raise 54.60% questions and gain 70.83 % answers, it can be concluded that the questions that he raised is very motivating. This implies that the host is a very skillful motivator. While, the questions and answers are only pre-third in unmarked way (33.33% and 32.84%). The majority of the speech functions are metaphorical. This implies that the motivation is due to the metaphorical coding.

REFERENCES

- Bogdan, C. R. & Biklen, S.K. 1982. *Qualitative Research Education*. United States of America: Allyn and Bacon
- Collins, W. 1990. *Collins Co Build English Grammar*. Birmingham: Harper Collins Publisher
- Denzin, N. K. 1970. *The Research Act in Sociology*. Chicago: Routledge
- Eggins, S 1994. *An Introduction to Systemic Functional Linguistics*. London: SE, Martin's Press
- Eggins, S & Slade, D. 2001. *Analysing Casual Conversation*. London: Continuum
- Farhani, Najla, 2011. *A Thesis: Conversational Maxims in Kick Andy Talk Show program on metro TV*. Medan: Unpublished
- Gerot, L & P. Wignell. 1994. *Making Sense of Functional Grammar*. Sidney: Gerd Stabler
- Halliday, M.A.K. 1985. Systemic Background. In Benson, J.D. and W.S Greaves (eds) *Systemic Perspective on Discourse*, Vol. I, Norwood: Ablex Publishing
- Halliday. M.A.K. & Martin J.R. 1993. *Writing Science: literacy and discursive power*. London: Falmer Press

- Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*. London: Edward Arnold
- Hutchby, I 2006. *Media Talk: Conversation Analysis and the Study of Broadcasting*. Reviewed by Pentti Haddington, pp 185. Glasgow: Open University Press
- Martin, J.R. 1992. *English Text: System and Structure*. Amsterdam: John Benjamins Publishing Company
- Martin, J.R & Rose, David. 2007. *Working with Discourse: Meaning Beyond the Clause*. Great Britain: Atheneum Press
- Miles, M.B & Huberman, M. 1984. *Qualitative Data Analysis: A Sourcebook of New Methods*. Beverly Hills: Sage Publication
- Penz, Hermin. 1996. *Language and Control in American TV Talk Shows: An Analysis of Linguistic Strategies*. Tübingen: Narr
- Perangin-angin, S. 2006. *A Thesis: Speech Functions of Men and Women in Business Transaction in the Traditional Markets*. Medan: Unpublished
- Purba, Lydia. 2009. *A Thesis: Interpersonal Meanings: Speech Functions in Court Room Texts*. Medan: Unpublished
- Saragih, Amrin, 2006. *Introducing Systemic Functional Grammar*. Medan: State University of Medan (Unpublisher)
- Sembiring, Y. 2007. *A Thesis: Speech Functions in Slogan of Television Advertisement*. Medan: Unpublished
- Sulaiman, Ruwaida. 2010. *A Thesis: Speech Functions in Classroom Interaction*. Medan: Unpublished
- Thompson, G. 1996. *Introducing Functional Grammar*. London. Edward Arnold.

“MAHANGKE” FOKLORE OF KARONESE ETHNIC AS A LITERATURE’S OBJECT LEARNING

Sri Dinanta Beru Ginting¹ Bambang Nur Alamsyah Lubis²

Lecturer of University of Prima Indonesia
dinagintinguns@gmail.com

Abstract

The title of this study is “the exploration of ‘mahangke’ foklore of karonese ethnic as a literature’s object leaning in language aducation and literature of indonesia program university of prima indonesia”. this study was rised to explore form and aim from the foklore “Mahangke” Karonese ethnic, and explore it became literature’s object learning in language eduaction and literature of Indonesia progrm University of Prima Indonesia. This study used descriptive qualitative method to describe words and clauses systematically, factually and accurately. This study was started on November 2017 until Oktober 2018. The technique of collecting data are obsevation and interview. The data of this research were uttarance about foklore “Mahangke” Karonese ethnic. The sources of the data were Karonese ethnic society in Kabanjahe and Samperaya. The technique of analyzing data was intercative analysis, such as reduction, data display, and conclusion. The data validity used triangulation and source theory. The procedures of study were planning, implementating and reporting. The finding of the study, “Mahangke” happenend in one upon time the shape of Karonese house is “Rumah Si Waluh Jabu”, where inside of the house consisted of eight head family mamber that stay together, than to avoid something unwillingness among member that do not husban and wife (such as sex contact), they made “rebu”, its function to respect people who actually must be respected.

Key words: exploration, “Mahangke” Foklore, literature’s object learning

INTRODUCTION

Talking about study of literature, it means talk about language, habit, and custom in society. Literatur is not far from language in society. It is suitable with Miller (2011:12) stated that literature specifiially use languages and signs that found in human culture.

Each foklore has glorious value that need to be developed and used in construc and create literature. Oral foklore is a literature that need to get conservation, because oral literature only in old people memory. Whereas, a foklore in a region expresses think, attitude, and culture value of society. However, society and learner , especially who study about language and literature of Indonesia do not know about foklore in their region. Learner actuaally only know about foklore that has generally people known, for instance, Danau Toba, Tangkuban Perahu, Dayang Sumbi legend, etc. But actually, there are many foklore that need to

explore to add knowledge about folklor and culture that can inheritance from the story.

Another words, it is very important to rescue folklores about culture. That thing causes the next generation will know and enjoy the richness of culture. Rescuing of folklores from extinct in a culture, it can be started from folklore exploration in a region or culture. It is about many folklores that still exist only in an origin region without published in society. Missing a folklore causes the folklore unknown accurately about the truth of story. Besides that, it causes the crossing of meaning about the truth of the story to next generations. Based on knowing about the truth of a folklore, new generations are going to know exactly what ancestors want to tell. Knowing the aim of the story inside of folklore, new generations will maintain their culture and apply it into their life in new or simple form.

Related to aim and values that was been legacy in a folklore, there are a folklore that does not exist. That story is only known by the heir its culture. The story is about Karonese folklore, that is "mahangke". That term was been legacy from Karonese society, wherever they are. There are some source of "mahangke" story, it is from Karo Gunung that lived in Kabupaten Karo. But, another sources, that story came from Karo Langkat that lived in Langkat. That thing is actually happen, because Karonese is divided into two area, Karo and Langkat area. Two of this areas have same understanding about the meaning of "mahangke". Based on that areas were known term of "mahangke" in Bahasa Indonesia can be translated as "segan-menyegani" (politeness).

Based on that explanation above, the purpose of this study are (1) to know and publish the "mahangke" folklore that was informed by Karonese society. (2) to know and publish the aim of "mahangke" folklore of Karonese. (3) to documentary "mahangke" folklore as literature's object learning in Language Education and Literature of Indonesia program University of Prima Indonesia.

Furthermore, the folklore is not only explored from origin and the truth of story, it is important to explore the aim and lofty values of the story, to do that things, the researcher needs meaning analysis study to solve it. Pragmatics has as its topic those aspect of meaning of utterance which cannot be accounted for by straightforward reference to the truth condition of the sentences uttered (Searle, Kiefer & Bierwisch, in Nadar, 2009:5).

METHOD

Based on the objective of the study, the method that was used in this study was descriptive qualitative. The purpose of it was to describe words and clauses systematically, factually and accurately. Whole of them was explained based on fact that was found in the field.

Kinds of Study

Based on data and source of data that was needed in this study, this study is descriptive research that is the research accurately did in the field or came into Karonese people.

Data and Source of Data

The data of this study is oral data, that is about “mahangke” folklore Karonese based on form, function and its meaning. The source of data are Karonese society and informan that also must be Karonese. Informan is an oldman (ahli adat) who actually understood about Karonese.

Place and Time of Research

The place of reseach is divided into two, Kabanjahe, Kabupaten Karo and Kecamatan Sampe Raya, Kabupaten Langkat. This location is chosen because the majority of society is Karonese people, and “mahangke” folklore was found there. The time of research was during 12 Months, it is started from Oktober 2017 until September 2018.

Procedure of Collecting Data

The method that was used in collecting data was listening method (Sudaryanto, 1993:133). Listening method is a method that was applied to listen a language. The technique that was used in this study were observation, interview and dialogue.

Technique of Data Analysis

Technique of data analysis was interactive analysis that consist of three component, data reduction, data display, and conclusion (Miles & Huberman, 2007:16-20)

Validity of the Data

Validity of the data is as a guarantee of conclusion of research. Azwar (2012:105) stated that the trustworthiess can be given to conclusion of research depend of accuracy fom validity and reliability. Validity can be applied by triangulation. Sutopo (2006: 92) stated that triangulaion is divided into four, they are source, method, researcher, and theory. Based on that case, validity of this research is theory and source triangluation. Theory used theory as references. That is about statisticand character value.Next, source used interview to valid the data, such as form and aim of “mahangke” folklore.

Procedure of the Research

Procedure of the research actually became important thing in a research. Because procedure can control the run of reseach. There are procedures of the research:

1. Planing
2. Implementing, and
3. Reporting

FINDING

The Description of “Mahangke” Folklore Karonese

Generally, each culture in Indonesia has their own specifically. It is about marriage traditional, ceremony, eat and drink manner, and speaking attitude. Karonese has specific folklore, that is “mahangke” or actually it can be call as “Rebu” (taboo). It is about taboo to talk among father in law with daughter in law or mother in law with son in law.

“Mahangke” was build in previous years ago because the shape of Karonese house (Si Waluh Jabu), where insid of it consisted eight of family group that stay together. Because of that, to avoid something unwillingness happen among member that do not husband and wife (sex contact), “rebu” tradution was built to respect people who actually need to be respected.

“Mahangke” (politeness) rised up because of “rebu” ot taboo. It is about prohibition to do together. If someone break it, it means she/he do not know the traditions ‘*la beradat*’ (Karo language). “Mahangke” happen if a marriage is done, it means if someone has merried they will know who actually must be respected and cannot directly to do communion. There are three kinds of “mahangke that happen in Karonese, they are father in law and daughter in law, mother in law and son in law, and son and doughter in law that their wife and husband is siblings.

Example of “Mahangke” Karonese are they cannot sit on same chair or mat, talk, and eyes contact. “Mahangke” or “rebu” is as limitation about communication. There are some forbidden, (1) they cannot touch each other, but actually if something unpredictable happen, such as sick , they can tough it, but actually need to say “*sentabi*” (sorry). (2) sitting together and face to face. If communication happened, they must be face down. (3) they cannot sit together in the same chair or mat. But actually if anyone sit among of them, it is allowed.

That thing became limitation for father in low to talk with daugher in law to deliver a message and opposite, it must be with other peopele that is asked to deliver the message. For instance, if daugher in law wants to go for farming, and she want to take leave to her father in law, but because of tradition that forbid them to talk, she neet to tell it to mother in law to deliver the message to fathe rin law, or if none is over there, daughter in law can talk to walls, “*dinding sampaikan ke bengkila itu, aku keladang ya*” (walls, tell to my father in law, I go for farming).

Long time ago, there are story between daughter in law and her father in law. Father in law was sick and need to help quickly, in this condition, daughter in law cannot communicate and touch her father in law. Possibly, father in law can

be die if there is none help him. About this case, “rebu” is a mistaken that was built by Karonese. Quite same with a mother in law washed away in the river, actually son in law looked that tragedy, but because of “rebu” son in law only scream to ask for help not to help, because he cannot touch his mother in law, and finally mother in law wahed away in the river.

“Mahangke” Folklore Form Karonese

Once upon a time, there a house that called as “Si Waluh Jau”. That house was named that because it has eight walls that devide inside of house. It is happen before Karonese stay such like house at this time. They lived together in a custom house. A house can be lived by seme family groups, depend of the large of the house. It can be lived by four, six, or eight family groups. They can be old people complete with their children and grand children. They lived together in a house that is only limeted by walls.

Each family group keeps their own family and did not disturb each others. Such as cooking, doing something, and passed house area of other family members. Especially for man, they must be walk further without look at any way, just his pupose.

Every day they meet in a house, when “bengkila” (father in law) is in house with his “permain” (daughter in law), it rises up a suspicion of society, because that thing is a taboo. They would bring into a *jambur* (hall) that actually society meet there to do meeeting. Becasue of that, forbidden to father in law told with doughter in law, and opposite of it.

Live such like thing is very danger without attitude, rules, norms, or customs that was followed by society. “Rebu” was built to protect their selves and respect each others. “Rebu” was built to control their action. “Rebu” built politeness feeling.

The Aim of “Mahangke” Foklore Karonese

Based on “mahangke” folklore Karonese, it can be known the aim of message that was delivered by ancestors. It is a taboo to talk among father in law and daughter in law and opposite, it purpose to limit their action and respect each other.

“Rebu” rises up politeness. Politeness is besed on act, custom, utterance that suitable with specifict norms. “Rebu” became a norm that consist of velues, rules, ideas, and believe. It means whoever break the rules, it means they are break the norm, break the culture.

Concept that was built from “rebu” is politeness, religious and function. Politeness is a life’s roles that rised up because relationship among human in group of society and became a norm in their life. Politeness is relative, it means

politeness is different in each group society. Norm is a rule that arrange someone action and attitude in society, it purpose to make human relation be better.

The uniqueness of “mahangke” is about describing Karonese society. Karonese is a group of culture that keep their family life with norms, rules, and moral values. Even at this time, the developing of relation among different cultural background to build new family group and also religion actully is lessting this habis.

CONSLUSION

“Mahangke” was built because the shape or Karonese house is “Si Waluh Jabu” that where inside of this house consist of eight faily groups that lived together. So, to avoid something unwillingness happen, “rebu” is created to people who actually need to respect. “Mahangke” (politeness) rised up because of “rebu”. It is forbidden and cannot to do together. If someone break it, it means she/he doesnot know tradition ‘*la beradat*’. “Mahangke” happen if a merriage is done, it means if someone has merried they will know who actually must be respected and cannot directly to do communiction. There are three kinds of “mahangke that happen in Karonese, they are father in law and daughter in law, mother in law and son in law, and son and doughter in law that their wife and husband is siblings.

The aim that is going to deliver from “Mahangke” folklore Karonese is about taboo tradition among father in law and daughter in law and oppostite of it. it means to make limitation among family member and to rember and realise social principle about family life. Based on “mahangke”, every actor of “rebu” are going to able to cotrol their action.

REFERENCES

- Azwar, Saifuddin. 2012. *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Miller, J. Hills. 2011. *On Literature: Aspek kajian Sastra*. Yogyakarta: Jalasutra.
- Miles, Matthew B dan A. Michael Huberman. 2007. *Analisis Data Kualitatif: Buku Sumber tentang Metode-metode Baru*. Jakarta: UI Press.
- Nadar, F.X. 2009. *Pragmatik dan Penelitian Pragmatik*. Yogyakarta: Graha Ilmu
- Nurgiyantoro, Burhan. 2013. *Sastra Anak Pengantar Pemahaman Dunia Anak*. Yogyakarta : Gadjah Mada University Press
- Sudaryanto. 1993. *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan Secara Linguistik*. Yogyakarta: Duta Wahana Universitas Press.
- Sutopo, HB. 2006. *Metodologi Penelitian Kualitatif Dasar Teori dan Terapannya dalam Penelitian*. Surakarta: UNS Press

SPEECH FUNCTION AND PROCESS IN HOAX IN SOCIAL MEDIA

Sri Ninta Tarigan¹, T. Silvana Sinar²

Student of Program Studi Doctor of Linguistic Universitas Sumatera Utara¹

Lecturer of Program Studi Doctor of Linguistic Universitas Sumatera Utara²
srinintatarigan@gmail.com

Abstract

The objective of this research was to find the dominant speech function found in hoax social media. The method of this research uses descriptive analysis or qualitative research. The data was taken from social media in twitter and facebook. Some of the data was taken about seven containers full of ballot that has been collected by people, Jokowi was a communist organization, Ratna Sarumpaet Persecution and the last was about Ibu Iriana (The president's wife). All the data was analysed with speech function. Result finding found that statement was the most dominant in speech function in hoax in social media because there was no question and command found in hoax in social media. The second was found offer. It shown only 2% from the data. It means that offer is the low percentage of the speech function in that table. The conclusion was found that the dominant speech function was statement.

Keywords: Speech Function, Hoax, Social Media

INTRODUCTION

Hoax or fake news becomes trend topic in social media today. Most of the hoax is pointed to the government in Indonesia. For example the man from Aceh said that Jokowi is PKI (Partai Komunis Indonesia). PKI was a communist organization in Indonesia. It was outlawed by the Dutch East Indies 1927. It broke up 1962. Jokowi was born in 1965. It means that Jokowi did not belong to PKI. It has shown that Jokowi was 3 years old. How come a child in 3 years old has become a PKI member. It was one of examples from hoax in social media.

One of the researchers Fitriyani, Setia and Lubis (2018) on their title *Speech Function and Process in Fake News*. After analysing the speech function and process of fake news in social media it found that statement as the most dominant speech function found in fake news, it means that speech deal with giving information to the reader. It is line relational process showed a connection between them. Relational process represented the relational between the fake news writer and candidate.

Generally hoax got from trusted sources, journalist and media. Nowadays hoax run fast in social media like Facebook, Twiter, and Instagram. Most of the news attacked the president candidate that will be elected on April 2019. Two of the success team was fight in social media with words or sentences. They tried to give the best argument that can persuade the reader in social media. But the rest of success team give a cheat argument in social media. It is the big problem that should be clearly by the fact or data. It because the people of Indonesia come from any characteristic culture and economic. Some of them will be trus the argument but some of them will check the truth from any resoources.

Beville (2017) said that social media like internet have made easier for powerfull entities to directly and quickly speard false or misleading information. It means that internet is one of tool that give true and false information to the readers. Gil (2018) added that networking like facebook, twitter also belong to socail media that could spead the statement. Nowadays people could not separated from social media. They will keep communication with their smart phones always. It also give the faster news that television or journalist.

The background why the writers want to analyse the speech fuction and hoax because the fenomena and atmosphere of social media in this president election in Indoneisa April 2019. There are so many hoaxes that were not supported by the data. The people of spread hoax has a pointed mission of course. The writer also want to know what is the dominat speech fuction find in hoax in social media.

The current researchers about speech fuction analysis offer an analysis in dialogue, text book, and talk show based on the systemic fuctional linguistic theory by Halliday (1994) and Halliday and Matthiessen (2004) (Kim, 2014; Soffwan, 2015; Siregar; 2017). Therefore, the writers will try analyse the hoax by speech fuction and the process by that theory.

RESEARCH METHOD

The research used qualitative data. It means that the writers will be analysed the data by describing the data. The data was taken from social media;

twitter. The data was describe and analyse the hoax about statement of Andi Arif that his statement said that there were 7 container of ballot has elected in Tanjung Priok. The second data was taken from JD Aceh. He said on his facebook that Indonesia President Jokowi was the member of PKI (Communist Party) and the last was Ibu Iriana The Jokowi's Wife.

After the data were collected so it would be present in to three steps. There were (1) data condensation, (2) data display and (3) drawing and verifying conclusion. In analysing the data systemic functional lingusitic theory by Halliday and Matthiessen (2014) is applied to analyse the speech fuction and process in hoax or fake news.

DATA AND RESULT FINDINGS

There are four kinds of speech function according to Halliday and Matthiessen (2014). They were statement, question, offer and command. Statement was realised as declarative and question as interrogative. A command is usually cited, in grammatical examples, as imperative, while for offers there was no distinct mood category, since it can be realises by three mood, declarative, interrogative, or imperative. Below the writers showed the data that was taken from social media.

1. @Andi Arif_

Mohon dicek kabarnya ada 7 kontainer surat suara yang sudah di coblos di Tanjung Priok. Supaya tidak fitnah harap dicek kebenarannya. Karena kabar ini sudah beredar 1.

1a. *Mohon dicek kabarnya ada 7 kontainer surat suara yang sudah di coblos di Tanjung Priok.*

<i>Mohon dicek</i>	<i>kabarnya ada 7 kontainer surat suara</i>	<i>yang sudah di coblos</i>	<i>di Tanjung Priok</i>
Complement	Subject	Verb	Complement
MOOD		RESIDUE	

1b. *Supaya tidak fitnah harap dicek kebenarannya. Karena kabar ini sudah beredar*

<i>Supaya tidak fitnah</i>	<i>harap dicek kebenarannya</i>	<i>Karena kabar ini sudah beredar</i>
Subject	Verb	Complement
MOOD	RESIDUE	

2. @sr23_official

"Jokowi adalah seorang komunis."

2a. *Jokowi adalah seorang komunis.*

<i>Jokowi</i>	<i>adalah seorang komunis</i>
Subject	Verb
MOOD	RESIDUE

3. Dahnil

Ratna, ia dikeroyok orang tak dikenal. Usai dikeroyok, Ratna dimasukkan ke dalam sebuah mobil. Karena kejadian itu, Ratna mengalami ketakutan dan trauma. Sehingga Ratna tidak melaporkan dan tidak mengabarkan kasus penganiayaannya kepada siapa pun.

3a. *Ratna, ia dikeroyok orang tak dikenal.*

<i>Ratna, ia</i>	<i>Dikeroyok</i>	<i>orang tak dikenal.</i>
Subject	Verb	Complement
MOOD	RESIDUE	

3b. *Usai dikeroyok, Ratna dimasukkan ke dalam sebuah mobil.*

<i>Usai dikeroyok</i>	<i>Ratna</i>	<i>dimasukkan</i>	<i>ke dalam sebuah mobil</i>
Verb	Subject	Verb	Complement
	MOOD	RESIDUE	

3c. *Karena kejadian itu, Ratna mengalami ketakutan dan trauma.*

<i>Karena kejadian itu</i>	<i>Ratna</i>	<i>mengalami</i>	<i>ketakutan dan trauma.</i>
----------------------------	--------------	------------------	------------------------------

Complement	Subject	Verb	Complement
MOOD		RESIDUE	

3d. *Sehingga Ratna tidak melaporkan dan tidak mengabarkan kasus penganiayaannya kepada siapa pun.*

<i>Sehingga Ratna tidak melaporkan</i>	<i>Dan</i>	<i>tidak mengabarkan</i>	<i>kasus penganiayaannya kepada siapa pun.</i>
Subject	Conjunction	Verb	Complement
MOOD	RESIDUE		

4. @warga_biasa

Seperti pelacur pakai jilbab hanya untuk menutup aib (bukan karena iman). Coming soon 2019,"

4a. *Seperti pelacur pakai jilbab hanya untuk menutup aib (bukan karena iman).*

<i>Seperti pelacur</i>	<i>pakai jilbab</i>	<i>hanya untuk menutup aib (bukan karena iman). Coming soon 2019</i>
Subject	Verb	Complement
MOOD	RESIDUE	

From the data that showed above it has found that mood was the main issue being focus to hoax to be share to people in social media. Hoax gave the negative information to the readers. Some of them like @warga_biasa was impolite to say that Ibu Iriana like a bitch because her jilbab was only for closing her bad character not for believing. Ibu Iriana was the wife of Jokowi Indonesia president. Not only his wife pointed as a bitch; but also Jokowi; Indonesia president. A man from Aceh said that President was belong to communist organization or PKI. The logic was Jokowi was born in 1965 and PKI broke up at 1962. How come Jokowi belong to communist organization or PKI.

Some of the people wrote about the ballot. They said that ballot has ellected in China. The government should check in Tanjung Priok because there were seven containers of ballot that have ellected. The fact that the

ballot has not arranged yet. *Ketua KPU* or the Head of Election Commission said that information was not true or lie. Today the police cyber has got the person who has spread that information.

The last hoax that taken as a data was Ratna Sarumpaet persecution. Dahnil said in social media that ratna Sarumpaet has been persecution by some men in International Airport Hussein Sastra Negara Bandung. Her condition was very bad. He said that they attacked her face and it caused Ratna face become bruises. But a few latter after the information was spread in social media Ratna Sarumpaet told the truth. She said that she was not attacked by men in International Airport Hussein Sastra Negara Bandung. She said that she was not a victim of persecution was done by men in airport. Her face was bruises because she did plastic surgery in her face. She said her sorry to the people in social media.

Based on data analysis above so the writers would group the speech function in a table below.

Table 1. Speech Function Found in Social Media

Speech Function	Number	Percentage
Statement	8	98%
Question	0	0%
Offer	1	2%
Command	0	0%
Total	9	100%

It could be read that statement was the biggest number and presentation in a table. Statement was 98% of all. It means that statement was the most dominant in speech function in hoax in social media. There was no question and command form found in hoax in social media. The second was found offer. It shown only 2% from the data. It mean that offer is the low presentation of the speech function in that table.

CONCLUSION

From the result finding was found that statement was the most dominant in speech function in hoax in social media because there was no question and command found in hoax in social media. The second was found offer. It shown only 2% from the data. It mean that offer is the low percontation of the speech function in that table. So the dominat speech function was statement.

It was shown that hoax could attack untruth argument in social media. It like a vicious circle in our environment. The goal of the hoax was to persuade the people to choose one of the candidate as a president. Generally, if the person did the hoax because she/he or the candidate was did not have the capability to did something. So they would use hoax as a tool to win the president candidate.

REFERENCES

- Beville, B. 2017. *Fake News & The Importance of Information Literacy*. ProQuest Website Retrived at July 16, 2018.
- Fitriyani Zelina Dian, Setia Edy, Lubish Masdiana. 2018. *Speech Function and Process in Fake News*. Seminar Berkala Pertama. Program Studi Magister Linguistik. Fakultas Ilmu Budaya. Universitas Sumatera Utara.
- Halliday, M.A.K. 1994. *An Introduction to Functional Grammar. 2nd Edition*. London: Edward Arnold.
- Halliday, M.A.K and Matthiessen, C.M.I.M. 2004. *An Introduction to Functional Grammar. 3rd Revise Edition*. London. Edward Arnold.
- Halliday, M.A.K and Matthiessen, C.M.I.M. 2004. *An Introduction to Functional Grammar. 4rd Revise Edition*. New York; Routledge.
- Kompas. 2019. [HOAKS] 7 Kontainer Berisi Surat Suara yang Sudah Dicoblos. www.kompas.com.
- Sofwan, A. 2015. *Speech Function and Grammatical Patterns Realization in Conversation in The English Textbook*. Lembaran Ilmu Kependidikan 44:1-6.

**THE EFFECTIVENES OF WORD GAME TEACHING
TECHNIQUE TO THE TENTH GRADE STUDENTS OF SMK
SANDHY PUTRA 2 MEDAN**

Yenita Br Sembiring

Natalia W.P.Tarigan

Lecturer of FKIP UniversitasPrima Indonesia

Abstract

This research was conducted to find out the effect of using Word game strategy to the students' vocabulary mastery. This research was conducted by using experimental research. The sample was taken from the tenth grade students of SMK Sandhy Putra 2 Medan. One class became experimental class and another became control class. Pre test and post test were administered to the both classes. The data of this research is the students' score. The data was taken by using a test. From the data analysis, it was found that t-observed is 9,11. at the degree of freedom $(df)=Na+Nb-2$ ($df = 30+30-2=58$). From the table of critical value, it can be seen that in degree of freedom 58 the result is 2,00. From this finding, it was concluded that $t\text{-observed} > t\text{-table}$ in degree of freedom 58, or in another words: $9,11 > 2,000$ ($p=0.05;df=58$). It means that the hypothesis (H_a) was accepted, "There is effect of word game to the student' vocabulary mastery.

Key Words: Word game, Teaching Technique.

I. INTRODUCTION

The advantage of learning English is that we will be the person that knows the development of knowledge, science, and technology since most of books, articles, journals of science are written in English. Realizing the importance of English, the Indonesian government treats English as the first foreign language and sets it as a compulsory subject at elementary school, junior high school, senior high school, and also at university as a local content.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary itself consists of several parts of speech; they are noun, verb, adjective, and adverb. From those kinds of vocabulary, the first that students need to know is noun. Vocabulary is very important in studying English. If people have less vocabulary, they not only cannot understand other's saying, but also cannot make

sentences to transfer their messages to the other people. Thus, they will understand English expressions if they have enough vocabularies.

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed (Thornburry, 2002:13). When we just learn about grammar without learning vocabulary, we cannot express anything.

There are some media can be used in teaching vocabulary. One of it is by using word game. Word games is believed to be very helpful in teaching vocabulary. It is said so, because during teaching practice at school, the researcher found that the students still have low vocabulary and they were still reluctant to improve their vocabulary.

There are some previous studies related with vocabulary mastery. First is conducted by Masri and Nazar (2014). The purpose of the study is to investigate the effect of using word games on primary stage students' achievement in English vocabulary in Marj Al Hamam Primary school for girls and Al Baraa' School for boys in Amman in Jordan. The findings of the study indicated that there were statistically significant differences in the post- test between the control and the experimental groups in favor of the experimental group, and there was no statistically significant difference in the students' achievement due to gender. The researcher concluded with recommendations to enhance the effect of using word games for teaching English vocabulary on students' achievement in English vocabulary such as conducting further studies on other populations and for a longer period time.

The second is Manik and Christiani (2016). The research is about teaching vocabulary using matching word on computer assisted, language learning. Matching word on computer assisted language learning, was applied to improve the students' vocabulary mastery. Based on the result of quantitative and qualitative data, it was found that uses matching word in computer significantly improved students' vocabulary mastery of SMA N 1 Siborongborong.

Third is Derakhshan and Katir (2015). The study is about the effect of using games on English Vocabulary learning. The result of the study suggested game

based learning activities and techniques in the classroom. Educational games attracts more attention an be applied in the classroom in order to learn and tech new vocabulary more effectively.

Based on the explanation above the researcher then decide to conduct a research entitled The Effectiveness of Word Game Teaching Technique to the tenth Grade Students of SMK Sandhy Putra 2 Medan.

II. REVIEW OF LITERATURE

1.1.1. Vocabulary

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times donot know where to begin to form an instructional emphasis on word learning (Berne&Blachowicz, 2008) in Alqahtani (2015). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his/her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

Vocabulary is the basis for the development of language. Very simply put, without knowing the vocabulary of a language, higher level language use (grammar, syntax, expository writing) is difficult, if not impossible. Each academic discipline has its own register and its own vocabulary, so developing the vocabulary of your students within their discipline is a key part of their education within the discipline (Hirai et al, 2010:45).

Vocabulary is the basis element of learning English. This is an important factor in reading, listening, writing and speaking. Traditionally, vocabulary has not been a particular subject for students to learn, but has been taught within lesson of speaking, listening, reading and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the teachers and classmates which they apply to classroom activities. For many learners of English, whenever they think of vocabulary, they think of learning a list of new words with meaning in their native language without any real context practice. A number of learners may share the same experience of looking up words in a bilingual dictionary to find their meanings or definitions when they encounter new words.

According to Yun (2005) in Manik and Chistian (2016), the field in which vocabulary is commonly used is as following:

1. All the words as the language.
2. The number of words that an individual can understand and use whether in speaking or writing.
3. The word said to be representative of a subject or occupation.
4. List of words to serve a specific purpose.

According to Manik and Chistian (2016), in fact most of people still need some vocabulary rules in order to gain a good sense of language. The words that someone choose affect how good impression he/she makes and how people react to serve a specific purpose of the language.

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) in Alqahtani (2015) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the

second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009) in Alqahtani (2015).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005) in Alqahtani (2015).






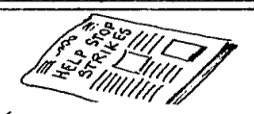
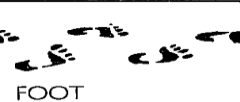


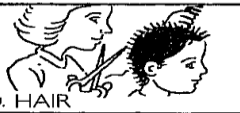
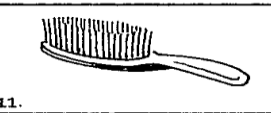

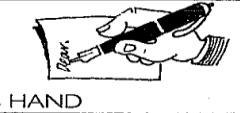
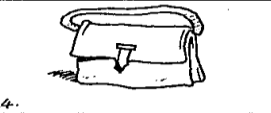



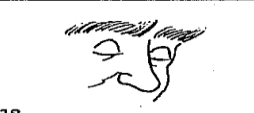
The role of games in teaching and vocabulary cannot be denied. Games help and encourage many learners to sustain their work. Games can lower anxiety, thus making the acquisition of input more likely. It is said so because games are often associated with fun. According to Masri and Nazar (2014:144), language learning is a hard task which can sometimes be frustrating.

Word game can be used in order to teach vocabulary. There are some word game can be used in teaching vocabulary. The game called Body Talk as can be seen as follows: (Herd and Williams, 1996:26)

Body Talk

All these compounds begin with a part of the body. Can you complete them?

For example:

 <p>1. BACK bone</p>	 <p>2. BACK</p>	 <p>3. BACK</p>
 <p>4. HEAD</p>	 <p>5.</p>	 <p>6.</p>
 <p>7. FOOT</p>	 <p>8.</p>	 <p>9.</p>
 <p>10. HAIR</p>	 <p>11.</p>	 <p>12.</p>
 <p>13. HAND</p>	 <p>14.</p>	 <p>15.</p>
 <p>16. EYE</p>	 <p>17.</p>	 <p>18.</p>

The above word game will make the students feel excited to do the test, because the picture help them to find the word that they need to fill the test.

Words and meanings

Many words in English have more than one meaning.
Look at the 2 different meanings and try to find the word
which describes them both.

For example:

1. with pages/to reserve
2. sides of a river/safe for money
3. page of a book/grows on a tree
4. teach a person/goes on rails
5. a sound in music/piece of paper money
6. walk with it/fix with glue
7. green area/place and leave a car
8. circle or strip of material/plays music
9. to go down/used to wash up in
10. to hit lightly/where water comes from
11. flat surface/takes off and lands
12. alter/money
13. fight with gloves/square container
14. factory/in the ground
15. a point at school/a sign
16. to note and remember/musical disc
17. a pillar/send a letter
18. noted with eyes/cuts trees
19. run to win/a whole nation
20. to give/part of body
21. traffic block/fruit and sugar

III. FINDINGS

This research was conducted by using experimental research. Based on the the analysis of data, it was foundt that there is effect of word game teaching media to the students' vocabulary mastery. It was proven by t-observed (2,21)> t-table (1,684). It means that the hypothesis is accepted: There is an affect of word game teaching media to the students' vocabulary mastery.

References

- Allen, J. (2006). *Words, words, words: Teaching vocabulary in grades 4–12*. Portland:Stenhouse Publishers.
- Alqahtani, Mofareh. 2015. *The Importance of Vocabulary in Language Learning and How to be taught*. International Journal of Teaching and Education Vol. III, No. 3 / 2015
- Arikunto,Suharsimi. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ary, et all. 2010. *Introduction to Research in Education*. Wadsworth. Belmont. USA.
- Dawson, Cathereine. 2002. *Practical Research method*. How to books,ltd. London.
- Fraenkel, Jack.R and Wallen, Norman E. 2009. *How to Design and Evaluate Research in Education. Seventh Edition*. McGraw-Hill Higher Education. Boston.
- Harmer, Jeremy. 2001. *The Practice of English language Teaching*. Longman. Edinburg.England.
- Herd, Cynthia and Williams,Deirdre Howard. 1996. *Word Games with English. Teacher's Resource Book 3*. Heinemann. London.
- Hirai et al. 2010. *Academic Language/Literacy Strategies for Adolescents*. Routledge.London.
- Manik, Sondang and Christiani, May. 2016. *Teaching Vocabulary Using Matching Word on Computer Assisted, Language Learning*. International Journal of English Language Teaching. Vol. 4. No.7. pp. 1-26. August 2016
- Masri, Amaal Al and Nazar, Majeda Al. 2014. *The Effect of Using Word Games on primary Stage Students Achievement in English Language Vocabulary in*

Jordan. American International Journal of Contemporary Research Vol. 4,
No. 9; September 2014.

Thornburry, Scott. 2002. *How To Teach Vocabulary*.person education
limited.England

IMPLEMENTATION OF COUNSELING GUIDANCE MANAGEMENT

RUTH VITRIANI GINTING

Postgraduate Program State University of Medan

Abstract

This study aims to determine the implementation of counseling management at SMP Negeri 1 Tigapanah through planning counseling programs, organizing counseling guidance, implementing counseling and supervision guidance counseling at SMP Negeri 1 Tigapanah. This study used a descriptive method with a qualitative approach. Collecting data was done through interviews, observation and documentation. Qualitative data analysis techniques used the theories of Miles and Huberman. The results of the study show that the management function consisting of planning, organizing, implementing and supervising is carried out in each development of the counseling program at SMP Negeri 1 Tigapanah. In counseling planning carried out based on the analysis of student needs disseminated through questionnaires to students, organizing involves all stakeholders in the school in accordance with the organizational structure and duties of each that has not been analyzed properly and overall, implementation based on the program that has been prepared in the implementation plan services and supervision administered in the report book and carried out in each implementation of counseling services. However, what still needs to be developed more effectively in counseling management at this school is the supervisory function in administering the results of counseling services that still need better structuring as an evaluation material in every counseling service that has been carried out.

Keywords: Implementation of Counseling Guidance, Counseling Guidance, Counseling Guidance Management

INTRODUCTION

According to the Educational Administration Lecturer Team (2006: 12), Education is a process of human interaction characterized by a balance between the sovereignty of students and the authority of educators; education is also an effort to prepare students to face an increasingly rapid change of environment and also improve the quality of personal and community life and last a lifetime.

In Permendikbud No. 111 of 2014, Counseling Guidance is as a professional service in educational units carried out by professional educators namely Counselors or Counseling Guidance Teachers. The counselor is someone who has an academic qualification of Bachelor of Education (S-1) in the field of counseling and has passed the Professional Education Guidance Counseling / Counselor Teacher. The Bachelor of Education (S-1) in the field of guidance and counseling produced by the Educational Higher Education Institution

(LPTK) can be assigned as a Guidance and Counseling Teacher to provide counseling services to the education unit.

Counseling guidance realizes educational functions in an effort to help individuals to refine, internalize, renew the system into independent behavior so that in the implementation of counseling guidance must have management carried out based on management functions. Management includes activities to achieve goals, carried out by individuals who contribute their best efforts through previously determined actions. Similarly to the implementation of counseling, which means working together to determine, interpret and achieve the objectives of guidance and counseling services by implementing the functions of education management, namely planning, organizing, implementing (actuating), and monitoring (controlling).

In previous studies that examined counseling management, namely as follows 1) Kholifatul Khasanah (2015) with the title "Counseling Guidance Management applied at SMA Ma'arif Beran Ngawi". This study aims to determine the planning process, the organizing process, the implementation process and the evaluation process of counseling activities at SMA Maarif through interviews and observations. The results showed that counseling management activities were well implemented and provided positive changes for students.

Based on the results of interviews and observations at SMP Negeri 1 Tigapanah 1 that the implementation of guidance and counseling activities has not been carried out properly according to the counseling assignment consisting of orientation services at the beginning of the new school year for new students, information services, learning services, placement services / distribution that is carried out by the implementation of personal guidance, social guidance, tutoring and career guidance for class IX students to continue to a higher level which in the implementation of education management functions and the development and linking with counseling management in implementing services so that they can help students in overcoming the problem and develop the potential of students. Four scope of development of students in the implementation of counseling services is still not in accordance with the objectives of the cupola maximally. This can be seen from the problems that still occur among students such as; there are still students who have not been able to develop their potential, do not know the interests and talents that exist in him because the implementation of counseling sometimes does not touch the students so that students are able to understand

and recognize the characteristics of his personality. The development of social life in students also often experiences obstacles, where students are also unable to choose their peers who can help and give positive changes to themselves and are also supported by parents who do not pay much attention to their child outside of school, whether the association is healthy or not and the living environment that is unattended by parents which greatly affects the social life of students so that it is involved in juvenile delinquency.

The focus of this study aims to frame so as not to be separated from the research rails in terms of data collection that is too general and not relevant to this study. The focus of this study is the implementation of counseling management. The sub focus on the functions of management on the implementation of counseling is on planning, organizing, implementing and supervising the implementation of counseling at SMP Negeri 1 Tigapanah, Karo District.

Based on the research focus presented, this research question can be formulated as follows: 1). How to plan a counseling program at SMP Negeri 1 Tigapanah? 2). How to Organize Counseling at SMP Negeri 1 Tigapanah? 3). How to implement (actuating) counseling counseling at SMP Negeri 1 Tigapanah? 4). How is controlling counseling in SMP Negeri 1 Tigapanah?

Based on the background and focus of the study, the purpose of the study is to describe: 1). Planning counseling program at SMP Negeri 1 Tigapanah 2). Organizing (organizing) counseling at SMP Negeri 1 Tigapanah 3). Actuating counseling at SMP Negeri 1 Tigapanah 4). Controlling counseling at SMP Negeri 1 Tigapanah.

The benefits of this study include the following: a. Theoretically As a scientific development in the field of education management as well as providing detailed explanations specifically in relation to the improvement of optimization of the implementation of counseling based on case studies at SMP Negeri 1 Tigapanah. b. Practically 1. As input for school principals to support and supervise the implementation of counseling based on education management and efforts to improve work productivity so that they can participate in improving the quality of education 2. As input for counseling teachers in carrying out counseling in their development carried out based on education management so that it can become part of improving the quality of education 3. As input for teachers in participating in a participatory way to help implement counseling in accordance with the duties and responsibilities in implementing counseling in accordance with management education 4. As a comparative material for future relevant research.

THEORIES

Counseling guidance is one component of education, given that counseling is an aid activity and guidance given to individuals in general, and students in particular in schools in order to improve their quality. This is very relevant when viewed from the formulation that education is a conscious effort that aims to develop personality and its potential (talents, interests and abilities).

Each counseling activity is carried out through the stages of planning activities, implementing activities, evaluating the results of activities, analyzing the results of the assessment and following up. Guidance and counseling activities are carried out within and outside of school work hours. Permendikbud No.111 of 2014 explained about Guidance and Counseling namely Guidance and Counseling is a systematic, objective, logical and sustainable and programmed effort carried out by counselors or Counseling Guidance teachers to facilitate the development of students / counselees to achieve independence in their lives.

Winkel (2012: 99) stated that Guidance is the process of giving assistance carried out by someone who is expert to someone or several individuals, both children, adolescents or adults so that the person being guided can develop their own abilities and be independent by utilizing individual strengths and existing facilities and can be developed based on applicable norms. It was concluded that counseling is a process of providing assistance provided by an expert (counselor) to individuals who are experiencing problems that lead to the overcoming of problems faced by the counselee and can utilize a variety of potential possessed by existing facilities so that individuals or groups of individuals can understand themselves to achieve optimal, independent development and can plan for a better future to achieve prosperity.

The Purpose of Counseling Guidance

Sutirna (2013: 18) stated that the purpose of guidance and counseling is that the counselee (students) can plan study completion activities, 1) career development and life in the future, 2) develop all the potential and strength they have as optimal as possible, 3) adjust to the educational environment, community environment and work environment, 4) overcome obstacles and difficulties faced in studies, adjust to the educational environment, society and

work environment. In particular, guidance and counseling aims to help the counselee to achieve developmental tasks which include personal-social, learning (academic) and career aspects.

The function of guidance and counseling is viewed from the uses or benefits or what benefits are obtained through the holding of counseling services. The function of counseling guidance according to Prayitno (in Kristianto: Journal of Psychology, Volume 36, No. 1) includes: a) The function of understanding is a function that will produce an understanding of something by certain parties in accordance with the interests of students; b) prevention functions, namely functions that will result in the prevention or avoidance of learners from various problems that may arise that will be able to disturb, inhibit or cause difficulties and certain losses in the process of development; c) the function of alleviation is a function that will result in the alienation or overcoming of various problems experienced by students; d) maintenance and development functions, namely functions that will produce maintained and developed various positive potentials and conditions of students in order to develop themselves steadily and sustainably.

Mechanisms for managing services Counseling guidance

Conducting counseling activities at schools has mechanisms and stages that are implemented so that the counseling program can be implemented properly. The counseling management mechanism is organized and includes the stages of needs analysis, planning, implementation, evaluation, reporting and follow-up on program development (Permendikbud No. 111 of 2014: 29). Counseling and guidance programs are designed based on the needs of students, schools and parents. Data needs are collected and reviewed to update the purpose and plan of the counseling program. Planning (action plans) as a tool that is useful for responding to identified needs, implements specific stages to meet needs and identifies those responsible for each stage and arranges schedules in annual and semester programs. The implementation of counseling must pay attention to aspects of data usage and time usage that are spread into the academic calendar. The first aspect is data usage. The data set will provide important information in the implementation of the program and will be needed to evaluate the program in relation to the progress made by students / counsees. Evaluation in counseling is a process of making systematic consideration of effectiveness in achieving the objectives of counseling programs based on certain standards. Reporting the

process and results of implementing the program is intended to answer the questions of how students develop according to the results of counseling services. The report will be used as support for the follow-up program to ensure the success of the next program. Follow-up on program reports and implementation of counseling will be an important tool in follow-up to support the program in line with the planned, supporting each student served, using appropriate material, documenting the process, perceptions and results of the program in detail, short-term documentation, medium and long term analysis of the effectiveness of the program used to make decisions on whether the program is continued, revised or terminated, improves the program and is used to support changes in the school system.

Educational Management

Management is a special ability and skill possessed by someone to do an activity either individually or in groups in an effort to achieve organizational goals productively, effectively and efficiently by carrying out the stages of planning, organizing, implementing and controlling. Hikmat, (2011: 23), Management of education can be defined as the process of planning, organizing, leading, controlling education personnel, educational resources to achieve educational goals.

The objectives and benefits of education management according to Kurnadin and Machali (2012: 125) include the realization of a learning atmosphere and an active, innovative, active, creative, effective, fun (PAIKEM) learning process; the creation of active students developing their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves, the nation's society and the State; fulfillment of one of the four competencies of educators and education staff; achievement of educational goals effectively and efficiently; the provision of educational staff with theories about the process and tasks of educational administration (the support of the profession as an education management manager or consultant); overcoming the problem of education quality; the creation of an equitable, quality, relevant and accountable education plan and an increase in the image of a positive education.

Management presence in organizations is to carry out activities so that a goal is achieved effectively and efficiently. There is clearly no similar formula and generally applies to management functions. However, management functions can be examined from the main activities carried out by managers, namely planning, organizing, implementing and evaluating.

EXPERTS	THE FUNCTION OF MANAJEMEN							AKRONIM
Luther Gullick	Planning	Organizing	Staffing	Directing	Coordinating	Reporting	Budgeting	POSDCoRB
Ernest Dale					Innovating	Refresenting	Controlling	POSDIRC
Koontz &Donnel								POSDC
William Newman			Assembling	Resources	Directing	POARDC		
Henry Fayol			Commanding	Coordinating		POCCC		
George Terry			Actuating			POAC		
John F. Ma			Motivating			POMC		
Deming			DO	Check	Act		PDCA	
John Millet					Directing	Facilitating		DF

The Function of Educational Management in Counseling Guidance

Counseling guidance will be more successful with the management of the functions of education management that are carried out well and systematically.

In Sugiyono (2014: 46), planning activities in counseling consist of a) analysis of students' needs / problems, b) goal setting, c) analysis of school conditions and situations, d) determination of the types of activities to be carried out, e) determination of techniques and activity strategy, f) determination of the implementing personnel, g) estimated costs and facilities to be used, h) anticipates possible obstacles in implementation, and i) time and place of activity.

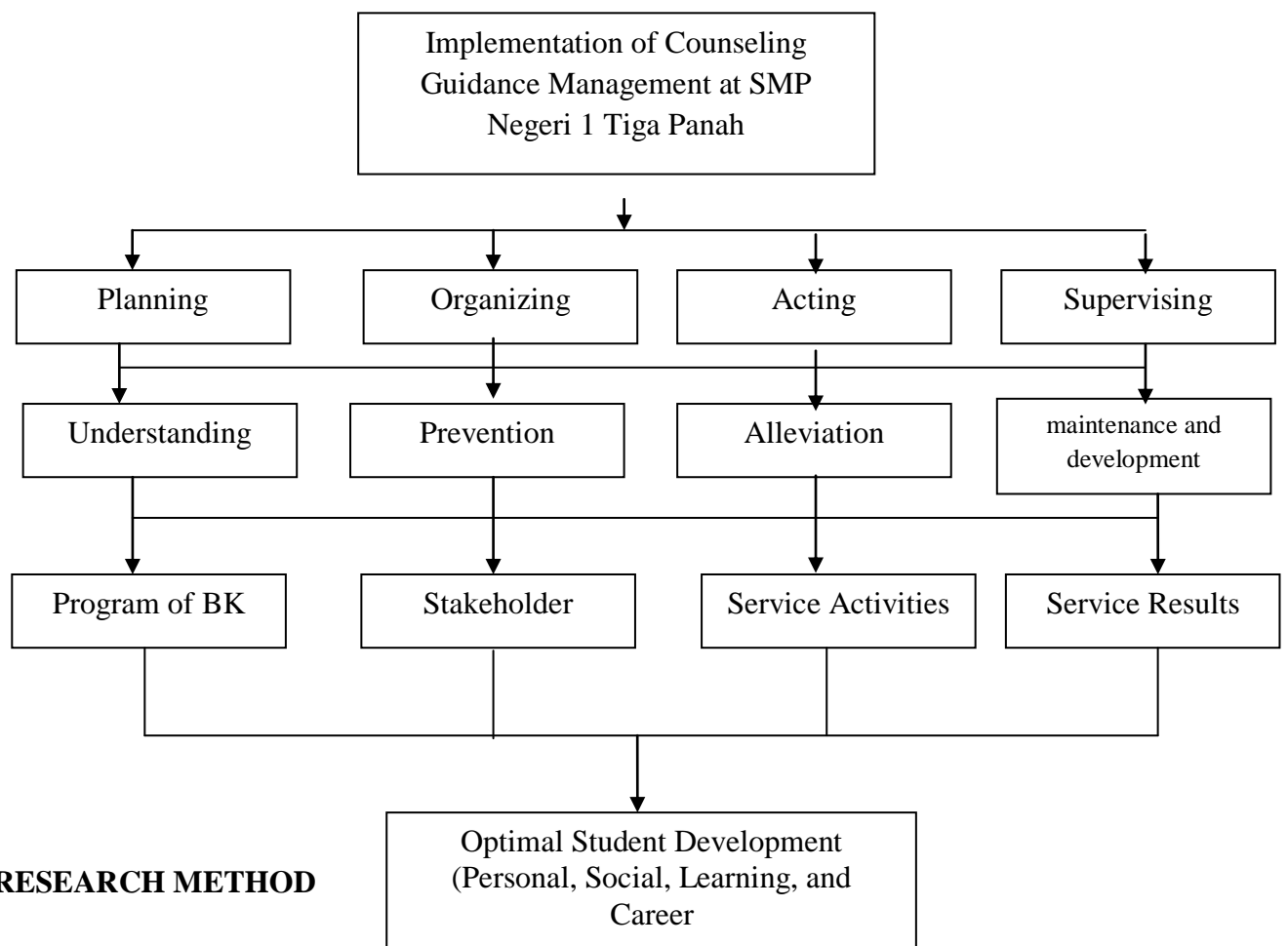
Counselors need to pay attention to the following in organizing (Sukardi, 2008: 40), namely 1) all school personnel must be assembled in a container so that it is realized in the unit to provide counseling services, 2) carry out common perceptions in conducting services including work mechanisms, patterns work and work procedures and, 3) clear details about each task, responsibility and authority.

Implementation is the most important activity in management activities, implementation emphasizes activities that relate directly to other people in an organization.

Supervision in education management at counseling is called evaluation. Evaluation is the last function of management, namely controlled activities starting from planning, organizing and implementing.

Conceptual Framework

Management of education in counseling is one of the competencies that must be possessed by education counselors. In its activities the counselor or counseling teacher must be able to plan, organize, implement and evaluate counseling activities that occur within the school or outside the school.



The type of research used was a qualitative approach. According to Creswell in Darmadi (2013: 286), qualitative research is research based on methodologies that investigate social and human phenomena. The research method was descriptive method. Subjects in qualitative research are people who are the subject of research. Unimed Postgraduate Team (2010: 145), Research subjects must apply in a natural setting about how they think and act in their way. This research was conducted at SMP Negeri 1 Tigapanah, Karo District,

having its address at Jalan Besar Kabanjahe-Merek Km. 9 Desa Lambar, Kecamatan Tigapanah. The time of the study was held from March to July 2018.

Data collection techniques in this study used qualitative data collection. Sugiyono (2013: 225) mentions four techniques in collecting qualitative data, namely observation, interview, documentation and combination / triangulation.

The instrument of data collection in qualitative research is the researcher itself (human instrument) as a human instrument, researchers also need supporting instruments in the form of interview guidelines, observation sheets and document study sheets.

In Ibrahim (2015: 103), data analysis is interpreted as a process of addressing data, compiling, sorting and processing it into a systematic and meaningful arrangement. If the data is compared as a pile of information and facts that are scattered about, then the process of compiling data, processing it into a more regular pattern or format so that it is easily understood and interpreted, that is what is called data analysis.

The validity of the data in qualitative research is often emphasized in the validity test. In this case, the findings or data are declared valid if there is no difference between what the researcher reported and what actually happened to the object under study.

RESEARCH FINDING AND DISCUSSION

The planning process was based on the results of the analysis of the needs and the school environment carried out at the beginning of the lesson lesson year by using instruments that were disseminated to students which contained various student problems in the form of statements chosen by students in accordance with the students themselves. The results of the needs analysis until the time of the study had not been analyzed as a whole so that the results of the analysis socialized to stakeholders at the teacher council meeting at the beginning of the school year were the results of analysis based on student needs in general which were then adjusted to infrastructure facilities and budget plans supporting service activities BK, made the purpose of guidance and counseling services in accordance with the objectives of the school and determine the type of service activities, supporting activities along with guidance and counseling services techniques and strategies, then overall poured into a guidance and counseling service program arranged in a form of collection of Service Implementation Plans.

Organizing the implementation of guidance and counseling services at SMP Negeri 1 Tigapanah in disseminating the program and its implementation mechanism began with the coordination between the BK Coordinator and the Deputy Principal and Principal related to the results of analysis of needs that had been obtained from students that compiled in the Service Program and also socialized the way by the counseling teacher was carried out indirectly in the school teacher council meeting which was presented by the Principal or Deputy Principal in the field of student affairs, then the distribution of intergovernmental guidance and counseling assignments according to the guidance and counseling teacher based on class level and number of students, and coordination and collaboration with school stakeholders.

The mechanism for the implementation of the counseling program is explained that after the counseling program was approved by the Principal, at the beginning of the school year BK teachers provided orientation services for new students on MOS activities, information services or learning services for class VIII and class IX held at blank (incidental). Every service activity carried out is inseparable from the purpose of counseling, namely to develop students optimally in personality, social, learning and career. The unit of support activities carried out by the BK teacher was home visits and hand transfers of this case for students who had personal problems who really need more handling of incentives, so the BK teacher also cooperated with professional experts as needed by students but could not be separated from coordination with the Principal and Deputy Principal for Student Affairs.

The process of supervising counseling in this school is still very much in need of better development, because supervision in this school in its administration still needs better structuring for monitoring optimal student development. Because in his supervision, the BK teacher only relies on data from student case books and student vocational books that are not equipped with a book recording student behavior specifically for each student who has problems, and evaluating it to the principal only through oral and data guidance or counseling conducted by the BK teacher and continuation of the summons issued by the BK teacher.

CONCLUSION

Based on the results of research and discussion related to the Implementation of Counseling Guidance Management at SMP Negeri 1 Tiga Panah, Karo District, it can be concluded as follows: In preparing a counseling service program plan that began with giving Need Assessment to students as an analysis of student needed carried out at the beginning of

the school year was not analyzed as a whole and well, so the BK teacher only analyzed data on student needs from one class level summarized in general which was adjusted to the vision, mission and goals of the school to develop a counseling service program that was prepared in the form of RPL (Plan for Providing Services).

In the implementation of organizing counseling service programs, not all were in accordance with the flow mechanism of organizing counseling services caused by many stakeholders who did not know and carry out their respective tasks and functions in the implementation of counseling services. The implementation process in dealing with students who had problems that needed a BK teacher in their handling, each student who had a problem either reported by the Picket teacher, student or study teacher to the BK teacher, then the BK teacher notified the student's homeroom teacher then the guardian the class provided direction, advice to the student concerned and remains under the supervision of the BK teacher.

The process of supervising counseling at this school was still very much in need of better development, because supervision at this school in its administration still needed better structuring for monitoring optimal student development. Because in his supervision, the BK teacher only relies on data from student case books and student vocational books that were not equipped with a book recording student behavior specifically for each student who had problems, and evaluating it to the principal only through oral and data guidance or counseling conducted by the BK teacher and continuation of the summons issued by the BK teacher.

IMPLICATION

The results of the discussion and conclusions presented on the implementation of management counseling at SMP Negeri 1 Tigapanah in Karo District could be seen that the management of counseling services in this school was not good and had many obstacles in running counseling programs in accordance with the task of implementing counseling and in accordance with the functions management who still needed improvement so that counseling at the school could run well for the development of personal life, development of social life, development of learning abilities and career development of students.

The presence of the implementation of counseling management in this school provided an understanding to BK teachers and all stakeholders that in an organization the management process by implementing management functions properly greatly gave a good

influence in developing an organization and provided an understanding to plan a program or counseling activities based on analysis of student needs that were analyzed as a whole well so that BK teachers better understood what the students needed in each school year to be compiled in a program tailored to the vision, mission, goals, facilities and infrastructure and school budgets so that students felt comfortable and more recognized his potential and got to know the school as a comfortable place in the introduction of the potential of students.

Based on the conclusions and implications of the implications, the following recommendations were made in the form of suggestions for various parties, including: 1) In line with technological progress also affected the development of students who were increasingly following their times so that various levels of student delinquency were increasing rapidly, so it is expected that BK Teachers also monitored the development of students through technology media that could lead students to use technological advances well and continued to collaborate with parents or other stakeholders and improved the performance of counseling based on good management. 2) Principals had an important role in improving the quality of students. With the complete facilities including infrastructure to support the implementation of counseling services programs, an adequate budget in carrying out the unit of support activities for counseling and establishing good cooperation.

EUPHEMISM BETWEEN JAVANESE PARENTS TO THEIR THREE-TO-FIVE-YEAR-OLD CHILDREN

Kartina Rahmadhani Rambe
Lecturer of Prima Indonesia University
kartinarahmadhanirambe@unprimdn.ac.id

Abstract

All Indonesian ethnics uphold politeness including Javanese ethnic. The politeness can be seen not only in their attitude but also in their conversation. Teaching politeness in conversation is begun in childhood by parents. One of politeness in conversation is prohibition of using taboo words. But, although taboo words are not allowed in conversation, parents must introduce the words to their children. Hence, the role of euphemism is very important to soften those prohibited words. The focus of this study is using of euphemism between Javanese parents to their children in three to five years old. This research will try to describe “what are the topics often softened from Javanese parents to their children?”, “how do they soften the words?” and also “why do Javanese parents soften the words?”. The subjects of this research are ten Javanese parents living in Laut Tador village in Batubara regency who have three-year-old children. The result of this study shows that delivering taboo words from Javanese parents to their three-to-five-year-old children uses euphemism. Many Javanese parent soften the words relating to sex. They soften the words by using substitution type in euphemism. Also, words relating to death is softened by their parents. The words relating pronoun “Kuwe” and “Aku” is softened too by using substitution type. Many parents think that they soften the words because they want to teach politness and keep their reputation in front of other people. Substitution is used to soften the words, because this is simpler euphemism and easy to use, especially for children three to five years old. While words relating dissabilities, part of sensitive body, excretion words and disease are seldom is softened because the words are polite enough in parents’ opinion.

Keywords: Euphemism, Taboo Words, Politeness

I. Introduction

Ethnics inhabiting in Indonesia have their own regulations in managing how their people behave and speak. The regulations are called as customs or in Bahasa “Adat Istiadat” included Javanese. If they behave and speak badly, they will be regarded as uncustomary ones. Rather, if they behave and speak suitable to the customs, they will be regarded as customary and polite ones.

As the explanation above, customs manage how their people speak. Regulations of way in speaking encompass how people speak among society and what words they should say and be prohobited. Prohibition of words are usually rough words and taboo words. Many people will try to avoid saying those words because it is regarded as something rough and impolite. Here, the role of euphemism is very important. It is similar with Allan and Burridge’s opinion (2006:32) stated that euphemism is words or phrases used as an

alternative to a dispreferred expression. It means that euphemism is used to soften some words which have rough sense.

Besides softening the sense of rough words and taboo words, euphemism also protects and maintains the speaker's face in front interlocuters. In other word, euphemism keeps speaker's reputation. It is proven by research from Stephanie Ninoi Killing and Jurianto entitling "The Use of Euphemism in Dr Oz Indonesia TV Show" in 2012. In their research revealed that the host of an event in television tries to soften the words regarded as something taboo so that their reputation is survive in front of the audiencies. While according to to O' grady's opinion (in Nilwati and Ardi, 2012:51) stated that euphemism can avoid the using of words which may be seen offensive, obscene, or some how disturbing to listener and reader.

Ethnics in Indonesia uphold politness, and by using Euphemism, politness will be intertwined among them. For Example, in the journal "Types of Euphemism Used By Male and Female Kerinciness Speaker" written by Nilwati and Havid Ardi. In Kerinci, parts of Indonesia, Euphemism is still used although the frequency of its using is different between male and female. In Kerinci, female more used the euphemism than male, each of them has its own characteristic. Male uses a direct expression when they making conversation, in contrast, female always use euphemism to make their conversation more polite. It usually functions to neutralize the vulgar word or to prevent unwanted connotation.

Euphemism found not only in daily conversation among society in a certain ethnic but also in more formal situation such wedding and death ceremony. For example, thesis "Eufemisme Pada Tuturan Perkawinan Masyarakat Batak Toba" written by Yanti Friska Purba which revealed that there are seven types of euphemism. They are figurative expression, metaphor, circumlocution, and others. It proven that, many ethnics in Indonesia still use euphemism to keep polite value in society.

The using of euphemism is used by Bugis ethnic in Indonesia too. It is revealed by journal by Darwis and Kamsinah (2013). Their journal expressed that euphemism in Bugis society is used to give respect to interlocutor.

Also, euphemism is often employed in a folkore in Indonesian ethnics, such as in Minangkabau. In a folkore, euphemism make a story more interesting and tell moral lesson to the reader. For example, in journal "Tipe Eufimisme Dalam Cerita Rakyat Minangkabau" written by Rusdi Noor Rosa in 2012 tells that fact. The finding of this journal reveals that Minangkabau folkore written A.A Navis, uses euphemism in large quantities. Words softened in Minangkabau are different to western culture. Western culture soften something divine while in Minangkabau, something divine is put in the story directly.

According to Keith Allan (in Kiling and Jurianto, 2016:69) there are eleven of euphemism types. They are remodeling, constraction, general-to-specific, part-of whole-euphemism, upgrades and dowgrades, subsitution,appearance based metaphor,color based metaphor, sound based metaphor, smell and touch, and verbal play.

From those explanations, euphemism is a process in softening a sense of word. Sense of words in this case can be rough words or even taboo words. Wardhaugh (2006:239) stated that taboo is the prohibition or avoidance in any society of behavior believed to be harmful to its members in that it would cause them anxiety, embrassment or shame. Taboo words can not be seperated from euphemism. Especially for people uphold on politeness. When they want to say a taboo word like “haid”, it will be softened by using word “datang bulan/pms”. The relation of taboo and eufemism can be seen from journal “Eufemisme Dan Tabu dalam Bahasa Arab” written by Fahrur Rosikh in 2014. This journal tells that using of euphemism is caused by some taboo words in the society. According Fahrur Rozik (2014:81) there are three taboo word classification, taboo of fear (something can come misfortune), taboo of delicacy (relating to death and disease) and taboo of property (sex, part of body and excretion).

Many researches talk about euphemism and taboo words and their relation to culture, and gender. This fact can be proven from preceeding journals. But, research about euphemism between parents and their children in certain ethnic is something rare or even nothing. Whereas, euphemism instilled by parents influence children’s politeness and it is possible can create children’s good characters in adult age. Culture limits our speaking. And culture in ethnic uses many euphemism form soften something improper to say. Hence, culture and euphemism can not be seperated, especially in relation Bataknese parents and children.

This research will try to describe “what are the topics often softened from Javanese parents to their children?”. After that, this journal will focus on “how do they soften the words?” and also “why Javanese parents soften the words?”.

II. Method and Materials

Method is used in this research is qualitative descriptive method. Descriptive method is a method is used based on facts or phenomenon which occur when the research is being conducted. This method will interpret and elaborate the data taken from observation.

Instrument used in this research is in **list of taboo words**. And then this taboo words will be given to Javanese parents. There is a **question** before the list of taboo words. The questions are (1) “What will you say to your 3-5 year-old children for the words in the list?”.

After that, there is a question again in the end of the list about (2) “Why they soften and don’t change the words?”. These two questions will given to ten Javanese parents having 3-5 year old children. **The answer of the Javanese parents** will be **the data** in this research.

The euphemism words in the list are chosen based focus on words relating to disability, death, sickness, part of body, excretion and sex according to Hojati and Rosikh. The selected words as follows:

Table 2.1 The Javanese Taboo Words

No.	Topic	Javanese Taboo Words
1.	Sex	Pelanangan (Penis)
		Tempik (Vagina)
2.	Death	Modar (Die)
3.	Sickness	Rangen (Water Bug)
		Korengan (Scabies)
4.	Part of body	Susu (Breast)
		Bokong (Butt)
5.	Excretion	Nguyuh (Pee)
		Ngeseng (Pop)
6.	Disability	Tulih (Deaf)
		Picek (Blind)
7.	Others (are not taboo words)	Aku (I)
		Kuwe (You)

The collecting data of this research is done by giving instrument (two questions of list of taboo words) to the ten Javanese parents. The first activity is answering questions. The question relates to euphemism and taboo words. The question given to the Javanese parents is “What will you say to your 3-5-year-old children about the taboo words in the list?” and “Why do you change and not change the word?”. Parents’ answers are data which will be used to answer the purpose of this research.

The collected data will **be analyzed** by classifying them based on softened and still-rough words. The softened words will be concluded that they have run into euphemism. From this step, it will be noticed some euphemistic words in Javanese language and what type of euphemism used to soften the words. Also, the parents’ reason soften the words.

III. Result

As it has been explained in method above, the taboo-words list is given to ten parents. Those taboo words is chosen based on possible words which are delivered to their children three to five years old. The result of research can be seen in the following table:

Table 3.1 Delivering Taboo Words From Javanese Parents to Their Children 3-5

No.	Taboo Words	Delivering the words to children & Frequency				Types of Euphemism
1.	Pelanangan	Pelanangan	Manuk	Jiwok		Substitution
	Penis	0	9	1		
2.	Tempik	tempik	Tempe	Nunuk	Jiwok	Substitution
	Vagina	0	4	1	5	
3.	Susu	susu	Nenen			Substitution
	Breast	0	10			
4.	Kuwe	kuwe	Kang	Mbak	Dek	Substitution
	You	0	4	4	2	
5.	Aku	Aku	Mbok	Bapak		Substitution
	I	0	6	4		
6.	Modar	modar	Ponilar	Meninggal		Substitution
	Die	0	3	7		
7.	Picek	Picek	Ora Iso Delok			---/Litotes
	Blind	8	2			
8.	Tuli	Tuli	Ora Iso Kerungu			---/Litotes
	Deaf	9	1			
9.	Ngeseng	ngeseng				-
	pop	10				
10.	Nguyuh	nguyuh				-
	Piss	10				
11.	Kere	kere				-
	Poor	10				
12.	Korengan	korengan				-
	Scabies	10				

13.	Rangen	rangen				-
	Water bug	10				
14.	Bokong	bokong				-
	Butt	10				

From the data given by 10 parents through taboo-words list, ten parents soften the words relating to sex. It is noticed obviously from the word “pelanangan” which is softened by “manuk and jiwok”. Also, “tempik” and “susu” are changed into “tempe, jiwo, nunuk” and “nenen” so that they have soft sense. So do the words relating to death, all parents soften the words, such as “modar” is changed into “ponilar and meninggal”.

Words relating to disabilities, from ten parents, only two parents soften those words such as “picek” is changed by “ora iso delok”. While the rest still use the same words when they are talking with their children. Moreover, “tuli” is changed by “ora iso kerungu” by one person while the rest still use the same words. The words relating to disease don’t change. They still use the same words when they are speaking with their children such as “korengan” and “rangen”.

In the list, there are some words which are out the classification stated by Hojati’s classification. They are “ngeseng”, “ngoyoh”, “aku” and “kuwe”. From words relating to excretion activity, parents don’t soften the words. Also, “Bokong” doesn’t change. But, for “aku” and “kuwe” all parents soften the words. “Aku” is changed with “simbok/bapak” and “kuwe” is changed with their children’s position in the family such as “kang, mbak, dek” and children’s nickname.

Next, the data is analyzed based on the types of euphemism stated by Keith Allan (in Kiling and Jurianto, 2016:69). The softened words relating to sex are dominated by substitution type. It can be seen in the table 3.1. And there are some litotes type for soften words relating to disability.

In the interview data, there are some reasons why parents soften and don’t change those taboo words. Parents which soften the words have similar reason. They stated that they soften those words to teach politeness to their children. So they never used the words to other people. Because it can be ashamed their parents if their children speak the words. Indirectly, it is related to keeping reputation in public. It is suitable to Kiling and Jurianto’s research that one of function of euphemism is to keep one’s reputation. While, some parents don’t want to soften the words because those words is polite enough so they needn’t change the words.

IV. Discussion

Euphemism is something cannot be separated from Indonesian's characters. Because, Indonesian upholds politeness not only in behaviors but also in conversation. And in fact that, euphemism is not only in formal situation but also in informal situation like conversation between parents and their own children. It is proven in this research that many Javanese parents use euphemism when they are talking with their own children, especially children under five years old although it is not used in all kinds of taboo words.

As it has been explained in introduction that there are some kinds of taboo words. They are taboo of fear (something can come misfortune), taboo of delicacy (relating to death and disease) and taboo of property (sex, part of body and excretion). In this research, the subjects of taboo words are focused on taboo of delicacy and taboo of property.

Euphemism between Javanese parents and their three-to-five-year-old children only occurs when they want to say taboo words relating to sex (pelanangan and tempik) and death (mati). Also, this research revealed that the words relating pronoun "Kuwe" and "Aku" is softened. Although, they are not taboo words. While, the taboo words relating to disabilities (picek and deaf), sickness (scabies), parts of sensitive body (breast and butt) and excretion words (pop and pee) are seldom softened.

Kinds of euphemism are often used in conversation between Javanese parents and their three-to-five-year-old children are substitution and litotes. Substitution is used to soften words relating to sex words and litotes is used to soften words relating to disability. Both of them are often used because they are simple types. As we know that, children ranging three to five years old don't get language totally. Hence, parents used the simple type to soften the taboo words so that their children can understand.

Many parents using euphemism are to teach politeness to their children. So their children never used the words to other people. Because it can be ashamed their parents if their children speak the words. Indirectly, it is related to keeping reputation in public. It is suitable to Kiling and Jurianto's research that one of function of euphemism is to keep one's reputation. While, some parents don't want to soften the words because those words is polite enough so they needn't change the words.

IV. Conclusion

From analyzing data in this research is concluded that delivering taboo words from Javanese parents to their children in three to five years old uses euphemism. Many Javanese

parent soften the words relating to sex. They soften the words by using substitution type in euphemism. Also, words relating to death is softened by their parents. The words relating pronoun “Kuwe” and “ Aku” is softened too by using substitution type. Many parents thinks that they soften the words because they want to teach politness and keep their reputation in front of other people. Substitution is used to soften the words, because this is more simple euphemism and easy to use, especially for children three to five years old. While words relating dissabilities, part of sensitive body, excreation words and disease are seldom is softened because the words are polite enough in parents’ opinion.

References

- Allan, Keith and Kate Burridge. 2006. *Forbidden Words: Taboo and The Censoring of Language*. New York: Cambridge University Press.
- Ardi, Havid and Nilwati. 2012. Types of Euphemism Used By Male and Female Kerinciness Speaker. <http://ejournal.unp.ac.id/index.php/ell/article/view/1822/1560>. Accessed at 9th October 2017.
- Darwis, Muhammad and Kasminah. 2013. Penggunaan Eufemisme Sebagai Strategi Kesantunan Bertutur dalam Bahasa Bugis: Analisis Stilistika. <http://repository.unhas.ac.id/bitstream/handle/123456789/7612/Makalah%20Prof.Darwis%20dan%20Dr.Hj.%20Kamsinah.pdf?sequence=1>. Accessed at 20th October 2017.
- Kiling, Stephanie Ninoi. 2016. The Use of Euphemism in Dr Oz Indonesia TV Show. <http://repository.unair.ac.id/29831/>. Accessed at 9th October 2017.
- Purba, Yanti Friska. 2013. Eufemisme Pada Tuturan Perkawinan Masyarakat Batak Toba. <http://repository.usu.ac.id/29831/>. Accessed at 20th October 2017.
- Rosa, Rusdi Noor. 2012. Tipe Eufimisme Dalam Cerita Rakyat Minangkabau. <http://ejournal.unp.ac.id/index.php/linguadidaktika/article/view/7402/5822>. Accessed at 9th October 2017.
- Rosikh, Fahrur. 2014. *Eufemisme dan Tabu dalam Bahasa Arab*. http://www.academia.edu/28702362/EUFEMISME_DAN_TABU_DALAM_BAHASA_ARAB. Accessed at 9th October 2017.
- Wardhaugh, Ronald. 2006. *An Introduction to Sociolinguistics*. Malden: Blackwell Publishing.

**‘America in the eyes of the Others’:
A comparative study between *Bulan Terbelah di Langit Amerika*
(Moon split on America’s sky) and *Saffron Dreams***

**Muh Arif Rokhman
arokhman@ugm.ac.id**

Abstract

This preliminary research attempts to portray America from two different perspectives, namely Indonesia and Pakistan. Both perspectives are represented by two different novels, *Bulan Terbelah di Langit Amerika* (Moon Split on America’s Sky) and *Saffron Dreams*. From both novels, the analysis on the security of the country and its people is conducted. Two approaches employed are comparative literature and representation. The results showed that not all places in America is safe and that young men tend to do harmful to non white.

Introduction

The research aimed at seeing how America in the 21st century from two different perspectives, namely Indonesian and Pakistan. For the Indonesian perspective, America will be looked through a novel by Hanum Salsabiela Rais and Rangga Almahendra entitled *Bulan Terbelah di Langit Amerika* (Moon Split in America’s Sky)(2016) hence it will be abbreviated *BTLA*. While the perspective from Pakistan will be offered through Shaila Abdullah’s novel, *Saffron Dreams* (2009). *BTLA* tells a story about an Indonesian couple who lead their life in America. They are in America with different tasks. Hanum is described as a beautiful female journalist who has to accompany her husband, Rangga pursuing his Ph.D in Viena. Her reason to be in America is because she is assigned by her boss, Gertrude Robinson to produce an article entitled *Would the world be better without Islam?*. The article will be published in a newspaper. Gertrude also asked Hanum to interview two source persons both Muslim and non Muslim in America. The persons were the victims of WTC attack on 11 September 2001 in Washington DC New York. While Rangga was also asked by his boss, Professor Reinhard to go to Washington to join an international conference on business. In the conference, he will discuss and present an international philanthropy named Brown Phillipus. At this point, the couple experienced depressions in facing the work pressure during their stay in New York when they decided to look for their source persons for Hanum. Hanum was determined that she would not choose the persons offered by Gertrude while Rangga who cares much about his wife wanted their travel to US as a picnic apart from the conference. He insisted that Hanum did what Gertrude wanted so that her task would be finished soon. On the other hand, Saffron

Dreams narrated the life of a Pakistani woman named Arrisa, a Pakistani American Muslim woman who experienced hard times after her husband died in post 9/11. Arrisa wanted to maintain her muslim identity among the Americans she met, yet her life became hard due to the hijab. She was tortured when she was in an underground station. However, she still held her identity although she faced the hardships of life.

The research questions that are put forward in the research are related to the portrait of America as seen in the two novels from the perspectives of Muslim. The questions are what are the portrait of security of the country and how the attitude of the people are in America.

Studies on both novels have been conducted in several research. *BTLA* is popular as a film (2017) apart from the novel. The following are studies on the novel.

Heliantika, Rohmadi and Rakhmawati (2016: 65-83) examined the social problems existing in the novel, the readers responses, value of character education, and their relevances as a teaching materials at schools. Relating to the background of the author, it was discovered that both authors are journalists and Rangga is a lecturer. Both are religious figures and the setting of place is America when both had experiences when they were in America. Regarding the social problems, problems were identified relating to 9/11 event, Islamophobia, the break up of families and the dark side of media world. The reader responses can be categorised as ideal reader. The predominant values of character education covered religious attitude, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, appreciative, friendship, peace loving, avid reading, love of environment, social awareness and responsibility. Besides, the novel can be used as a reading material for senior high school students especially level 12 according to the 2013 Curriculum. The novel can be taken as an example of reading material seen from the aspects of language, psychology, and cultural background.

Asmin Nadia (2016: 304-314) argued that in *BTLA*, there are five deixis, namely personal, places, time, discourse and social deixies. The personal deixis in the novel were 7957 findings consisting of the first singular person (*saya, aku, I, my*) as many as 3841, the second plural person (*kamu, kau, Anda, you, your*) amounting to 36, as well as other findings. Deixis of place was 296 and deixis of time was 97. The number of deixis of discourse was 3066 and that of cataphora as many as 663. Other findings were discussed as well.

Novianti and Munir (2017: 73-81) stated that the result of analysis on *BTLA* showed three main religious aspects, namely the faith (*tauhid*), the law (*fiqh*), and attitude (*akhlaq*). The faith was related to that to God and the value of guilty feeling and repent. The fiqh was connected to what are allowed and forbidden. The attitude consisted of the feeling of patience

in facing all the hardships of life, those feelings of humbleness, submission, honesty, and discipline.

Studies on *Saffron Dreams* are not many. Assella (2015) claimed that *Saffron Dreams* questioned the social pressure imposed by diasporic community to women and mental health problems that occurred to diasporic women due to their silence and obedience to the socio-religious traditions coming from their home lands (2015: 37). Assella (2015: 120-121) argued that the main character in the novel formed her identity right after her husband died and when she faced ordeals in her life. Besides, she became optimistic with her future.

It is clear that both works have never been compared before. The research is to compare the works in depicting America. The objective of the research is to identify the secure places and the people of America as seen from the novels.

In this research, two approaches are employed, namely Comparative Literature and Representation Theory. As for the former, the Comparative Literature adopted as an approach is that of American School. The school believed that comparative literature is a study of literature which encompassed the border of nations and the study of the relationships between literature and other human expressions such as academic disciplines, belief, etc (Remak via Bassnett (1993: 30). In the research, what will be examined are the similarities and differences of Muslim characters in the novels that represented non American about America. Other approach to be used in Representation as proposed by Stuart Hall (1997). Hall proposed three different types of representations including reflective, intentional and constructionist (Hall, 1997, 15). Reflective representation is called mimesis which refers to the idea that meaning lies at object, people, idea or event in real worlds and language functions as a mirror reflecting the real meaning as found in real worlds (Hall, 1997: 24). Intentional representation denotes the unique meaning given to the world by writers or speakers through language (Hall, 1997: 25). The latest stated that meaning is constructed through words and has not any connection with real world, (Hall, 1997: 25). In the research, the third meaning will be chosen.

The steps to take in the research include the provision of data followed by reading them several times. After this, identifications on the relevant data will be conducted especially those that show the comparison of ideas from both novels on the topics discussed.

Security in America

In *Saffron Dreams*, the unsafe atmosphere in America is clearly seen (pp.58-63) when the main character, being pregnant, was in alone in a subway station. She was facing four men who threatened her and would kill her just because of her hijab. The wish to kill came because they believed that she was part of the Muslims who attacked the twin towers of World Trade

Center in New York. But when one of the men knew that she was pregnant and she was not scared of them, even when she was threatened with a knife. The four went away when they heard a sound of people coming and it was followed by a sound of someone fell to the ground. Arrisa fell and a man went to her asking how she was and promised to call for a help. After the man went, the four men came back to her and tortured her. She tried to fight but was not able to, and finally she was fainted.

'...a few minutes later I heard other footsteps rushing in my direction just as a train pulled up in the station and bright, blinding lights illuminated my surroundings. Oh no they are back!

I mustered all the strength I had and screamed at the top of my lungs as my unused adrenalin finally kicked in. The two powerful hands that had suddenly scooped me nearly dropped me as I twisted and spasmed with all four limbs (p. 64).

In *BTLA*, insecurity has been initially felt when Hanum, one of the main characters arrived in the airport. She described New York after the bombing of WTC (p. 65).

This country is a completely different country since the unfortunate day. The country has to accommodate thousands of emergency call every week because of something trivial. People called to inform that many planes flew low up on their houses, unattended plastic bags on the side of the roads until home electricity that suddenly went off.

This country without protest or fight back has already understood that any small package must be checked at the check point before or after the flight departed. It has understood deeply that allowing time for some minutes was necessary for the belt, jacket, sweater, shoes as well as the socks in front of the airport X-ray officer

The country has been hesitating to be too arrogant or even was transfixed on the issues of security and safety (p. 65)

Rangga and Hanum have anticipated that their visit to New York will face unfriendly treatments.

Both quotations above showed that America is not safe, especially outside the houses. From *Saffron Dreams*, we can see that subway stations are places that are not safe for women when they were alone. While in *BTLA*, while physical violence is not explicitly stated, the less comfortable atmosphere can be felt right at the time the characters entered the airport.

People in America

In *Saffron Dreams*, bad or unfriendly attitude can be seen from the responses of characters in the novel.

Arrisa, had a neighbour, a woman, who never smiled at her and she felt that her husband and her existence did not seem recognized by the woman (p. 86). The woman always found ways of avoiding meeting her husband and her while the woman lived only across the street Arrisa lived. Interestingly, when Arrisa lost her husband when he died, the woman seemed sympathetic to her and said sorry to her which to Arrisa caused her irritated because usually she never cared about her husband and her.

Unfriendly attitude is also found in America when Arrisa almost hit a man and she apologized (p. 87). Initially, the man only looked at Arrisa and turned away from her which she thought because of the hijab she wore.

The change of attitude of people who was initially friendly, but then became indifferent is also seen in the novel (p. 120). Arrisa once went down from the upper floor. She usually met Melvin, a man who usually had a dog. The man usually smiled at her every time he met her. But, when she met him and asked, *'What's new and different, Mel?'* (p. 120), he did not respond to her and his dog barked at her.

On the other hand, friendly attitudes were seen from other characters. When Arrisa were threatened by four men, suddenly came a man who was going to help her (p. 63). The four men ran away because of it. One of the four men was hit by the man and fell. Arrisa was fainted and the man promised to call for help.

Besides, when Arrisa was fainted because of spasm after being hit by one of the four men (p. 63), she was told by the hospital that someone had taken her to the hospital (p. 64). Besides, Arrisa was helped by other woman (p. 126) who was once served breakfast by her husband. The woman felt empathy for Arrisa who was left by her husband when she was giving birth to her baby. She could understand Arrisa's feeling because her husband also died in Vietnam.

In *BTLA*, unfriendliness is seen when Hanum was in subway (p. 124). Three men blew the smell of smoke and alcohol from their yellow teeth and American bad men style. When an old woman entered the subway bringing her shopping and plastic bag in both hands, one of the three young men did not help her, instead he mimicked and mocked her so that his two other friends giggled. The woman was very much annoyed, but could not do anything.

On the other hand, the friendly attitude was shown in the novel. At least, Hanum was helped by people. It was when Hanum's mobile fell and was trodden so that she could not contact her husband (p. 110). At the time, she saw an old man carrying a stick and she asked for the man to lend her his mobile. Initially, the man only looked at her 'from her head down to her feet. Without a bag, with wet sneakers, and the smell of trash as well as alcohol along her

body, and her sloppy clothes as well as twisted face holding the pain in her body; these all have paralled me with a homeless people in New York' (p. 110). But then, the man lent her his mobile phone.

Conclusion

America has two sides relating to the security of the country, both secure and insecure. Insecure places in both novels refer to the subway stations. Young men in both novels are described as unfriendly people who create insecurity and uncomfortable feelings, both the white and black. On the other hand, women and old men are depicted as characters who provided security. At least, women and old men who are not friendly will not do any harm to other people. Under the context of 9/11, it appeared that women with hijab have become the target of hate and even violence from other group(s). Yet, not all people in America hate them.

Bibliography

Abdullah, Shaila. 2009. *Saffron Dreams*. USA: Modern History Press

Asmin, Nadia. 2016. 'Deiksis pada novel Bulan Terbelah di Langit Amerika karya Hanum Salsabiela Rais dan Rangga Almahendra' in *Jurnal Bahasa Sastra dan Pembelajarannya*, Vol 6 No 2 (2016) ISSN: 2089-0117 dalam <<http://jbsp.ulm.ac.id/index.php/jbsb//issue/view/10/showToc>>

Assella, shashikala Muthumal. 2015. Contemporary South Asian American women's fiction: the "difference". Doctoral disertation. Nottingham University downloaded from <<http://eprints.nottingham.ac.uk/29786/1/Shashikala%20Muthumal%20Assella-%20Phd-Thesis.pdf>>

Bassnett, Susan. 1993. *Comparative Literature: A Critical Introduction*. Oxford and Cambridge: Blackwell

Hall, Stuart. 1997. *Representation: Cultural Representations and Signifying Practices*. London: Sage Publications and Open University

Heliantika D, Rohmadi M, dan Rakhmawati A. 2016. 'Novel Bulan Terbelah di Langit Amerika karya Hanum Salsabiela Rais dan Rangga Almahendra sebagai materi pembelajaran sastra di SMA: Kajian Sosiologi Sastra dan Nilai Pendidikan Karakter' in *BASASTRA Jurnal Penelitian Bahasa, Sastra Indonesia dan Pengajarannya Volume 4 Nomor 1, April 2016, ISSN I2302-6405* <http://jurnal.fkip.uns.ac.id/index.php/bhs_indonesia/article/view/9974>

Novianti, N dan Munir S. 2017. 'Nilai Religius dalam Novel Bulan Terbelah di Langit Amerika karya Hanum Salsabiela Rais dan Rangga Almahendra' in *Literasi, Jurnal Penelitian Bahasa dan Sastra Indonesia serta Pembelajarannya*, Vol. 1 Nomor 2, Oktober 2017 p-ISSN: 2087-4006, e-ISSN: 2579-3462 dalam <<https://jurnal.unigal.ac.id/index.php/literasi>>

Rais, H. S. dan Almahendra, R. 2016. *Bulan Terbelah di Langit Amerika*. Jakarta: Penerbit PT Gramedia Pustaka Utama

<<https://www.pusatsinopsis.com/2015/10/sinopsis-bulan-terbelah-di-langit-amerika-2015.html>>

IMPLICATIONS OF LEARNING THEORIES IN CLASSROOM LEARNING PRACTICE

Erikson Saragih
University of Prima Indonesia
erikson.saragih@unprimdn.ac.id

Abstract

This paper is an analysis of learning theories and their practice in classroom. It studies the learning theories of four influential psychologists: 1) Theory of Behaviorisms by B.F. Skinner; 2) Theory of Cognitivism by Jean Piaget; 3) Developmental Theory of Cognition; Social Cultural Cognition and Social Constructivism by Lev Vygotsky; 4) Theory of Social Constructivism by Albert Bandura. Each theory includes a description and analysis of the psychologist's theory of the process for learning and how each theory can be used in a classroom learning practice. This paper questions the limitations and relevance of these learning theories to classroom teaching practice.

Keywords: *Application, Learning, Theory*

I. Introduction

Learning is defined as an act of acquiring of knowledge through practice, training, and experience. Through learning process, one comes to discover and understands the world around him. Learning molds the actions and thoughts of each person; learning is obtaining the capability to understand human behavior and development. However, the argument about how a person processes information most beneficially has yet to be resolved. Psychologists, educational institutions, and teachers across the board are continuously questioning: *When* does a person learn? What *motivates* a person to want to learn? What *affects* a person's learning process? These questions and their answers have caused a serious conflict between various learning theories and classroom teaching methods. A critical analysis of the work of four influential theorists, B.F. Skinner, Jean Piaget, Lev Vygotsky, and Albert Bandura, may pave the path to understanding why it is important to define the methods of learning and why the practice of those methods need to be enhanced.

The learning theorists and their theories can be categorized under four different schools of psychology: Behaviorism, Cognitivism, Social Constructivism, and Social Cognitivism. Behaviorism, as represented by B.F. Skinner, explains human behavior through observable and measured responses to stimuli within a person's environment. Cognitivism, as defined by Jean Piaget, looks at the development of intelligence in mental and biological classifications. Lev Vygotsky's theory expands the school of cognitivism to social constructivism and outlines learning as a process where people actively build new concepts and discover new understandings through language and social interaction. And finally, as illustrated by Albert Bandura, social cognitivism emphasizes cognitive, self-regulatory, and self-reflective processes in acquiring information and skills via observation, imitation, and modeling. For each of these theorists, their learning theory is an explanation of what happens when the process of learning takes place. Explaining the process of learning is their attempt to illustrate how people discover and enhance their comprehension.

II. Learning Theories

2.1 Theory of Behaviorism

B.F. Skinner (1904) has often been referred to as the father of behaviorism. As one of the most celebrated theorists since Sigmund Freud, Skinner took Edward Thorndike's learning theory of Stimulus-Response (S-R) and developed it further. Skinner's theory of learning is responsible for distinguishing two different types of behavior: 1) Respondent Behavior and 2) Operant Behavior. Both types of behavior are necessary to observe and measure aspects of a human's environment, the action of a human's behavior, and then the consequences of a human's behavior. Respondent behaviors are elicited by a known stimulus and are dependent upon the stimulus that preceded it. Operant behaviors, on the other hand, are not initially elicited by a known stimulus and are instead controlled by their surrounding environment, which then generates a specific response.

Respondent behaviors *respond* to specific stimuli in the environment while operant behaviors act on the environment and change it. Unconditioned responses are also examples of respondent behavior, which are reflexive to certain stimuli by a response that occurs without a conscious thought. Common examples of respondent behavior are salivating when presented with food, blinking, and flinching. As operant behaviors are based on their surrounding environments that then generate consequences, a lot of common human activities are operant behaviors i.e. walking around, clapping, and turning one's head. The very moment when one turns one's head is the *response*, while the very behavior of "turning their head", despite when that specific moment occurs, is the *operant* (*Human Behavior* 65).

Respondent conditioning emphasizes the importance of the stimulus in eliciting the desired response while operant conditioning emphasizes the importance of the response that is elicited by the unknown stimulus. In order to demonstrate the strength of either form of conditioning, the response must be examined. For respondent conditioning, the strength of conditioning is confirmed by the magnitude of the conditioned response. The strength of operant conditioning however, is verified by the response rate.

Operant conditioning maintains behavior in order to help form more complex types of behavior. Skinner refers to this concept as shaping or "the method of successive approximations". More specifically, shaping is when a person is rewarded for a desired type of behavior in steps that will progressively guide a person to a final stage. As the overall desired behavior has been more or less fixed, variations of the first behavior are broken into steps that are reinforced in order to bring the person closer to the desired behavior. Eventually, after a succession of these reinforced behaviors is established, the person will perform the behavior that may not have otherwise shown up in their everyday behaviors, such as when a child is learning how to walk. The child will first learn to crawl, then to raise itself up, then to stand, and finally, to walk (*Human Behavior* 93).

Since operant conditioning is Skinner's main area of research, it must be made clear that there are two principles that Skinner associates with operant conditioning. These two principles help to demonstrate the strength of operant conditioning (the response rate): Events which are found to be reinforcing are of two sorts. Some reinforcements consist of *presenting* stimuli, of adding something- for example, food, water, or sexual contact —to the situation. These we call

positive reinforcers. Others consist of *removing* something — for example, a loud noise, a very bright light, extreme cold or heat, or electric shock — from the situation. These we call *negative* reinforcers. In both cases the effect of reinforcement is the same — the probability of response is increased.

The two principles can be generalized as 1) Any response that is reinforced by a stimulus has a higher probability of being repeated, and 2) Anything that increases the rates at which an operant response occurs is a reinforcing stimulus. Because the emphasis in operant conditioning is on behavior and the consequences of behavior, an organism not only has to respond, but the response must also create a reinforcing stimulus. If the response to a certain behavior produces a reinforcing stimulus, the response rate, or reoccurrence of that behavior, will increase. As the behavior reoccurs and is reinforced time and time again, the rate of response will continue to rise. An example of this response-reinforcing stimulus can be seen in a student completing homework to earn a reward. The possibility of receiving a reward by completing homework will cause an increase in completing homework. When reinforcement is not available in an operant conditioning situation, operant extinction occurs. Another crucial part of Skinner's theory is his stance on punishment. In order to define punishment, Skinner recalls the definitions of positive reinforcers and negative reinforcers.

Broadly put, punishment is when something that a person wants is taken away or when a person is given something that he or she does not want. The outcome of the person's response decreases the probability of that response reoccurring. Consider a student who speaks out of turn in class. The teacher may threaten to revoke the student's recess privileges or threaten to give the student detention if the student continues to speak without permission. The threat of an unwanted outcome will reduce the undesired behavior. However, Skinner was against the use of punishment. His main argument against punishment was that punishment appeared to only suppress behavior. When the threat of punishment is removed, the response rate of the behavior will return to its original level. This means that, for Skinner, punishment is ineffective as it only produces a temporary effect (*Human Behavior* 184-186).

Skinner's position on education is primarily concerned with the development of a person's behavior. To Skinner, learning then proceeds most effectively if what is being learned is broken down into small and informative steps for students, if there is feedback to students about the accuracy of their own learning, and if students are able to learn at their own pace.

Thus it appears that in an educational setting, Skinner's ideal teaching technique would begin with the simple and gradually proceed to the complex. But even before the physical act of teaching occurs, the goals of both the classroom and the material would need to be identified. Furthermore, the goals would also need to be outlined with an emphasis on the students' behavior during the time that they are being taught. Curriculum according to Skinner's theory would answer questions such as: what behavior needs to be achieved, what reinforcers are possibly at hand, and how can reinforcements be used to develop the students' behavior? Unless the educational goals are specified behaviorally, Skinner would insist that teachers are unable to measure whether they have taught their student(s).

Teachers who follow Skinner's explanation of the learning process must keep in mind that complex behavior consists of simpler forms of behavior. In order to build those complex behaviors, a teacher would have to use motivation, secondary reinforcers, and extrinsic reinforcers in their classrooms. Motivation determines what will act as the relevant reinforcers for student(s). Secondary reinforcers such as verbal praise, stickers, points, and grades, and extrinsic reinforcers would be used in the classroom to strengthen students' behavior. And of

course, teachers using Skinner's theory would begin with a full reinforcement schedule and then move to a partial reinforcement schedule. During the earlier stages of development, students would be reinforced each time they make a correct response.

However, Skinner's theory is impractical in the modern day classroom. If an educator followed his methods of education, a teacher would ideally be able to examine a student's operant behavior in detail. In fact, as mentioned above, teachers would need to be able to measure the information that they taught to their students in order to continue the curriculum. But it doesn't seem that Skinner takes into consideration that teachers are not the only people who reinforce student behavior; parents and guardians have the greatest influence. Unless the teachers and the guardians were the same person, reinforcing the same, acceptable behavior each and every time, the student(s) and their behavior would probably not develop; behavior would only be maintained. Not to mention, it has also been discovered by other theorists that part of a person's ability to learn occurs in the mind and cannot be observed. And finally, in order for Skinner's theory to be realistic, there would need to be an emphasis on how a student perceives and processes information, and then retains information.

Skinner's solution to how a student perceives, processes, and retains information is in the enhancement of curriculum, textbooks, and classroom techniques through programmed learning. B.F. Skinner's work was influential to scientific psychology. His learning system was both straightforward and easily applicable. Because of Skinner, new behavioral laws were discovered and are still used today. His theory was behaviorally progressive, though his work is hard to transfer from the laboratory to the classroom. It is because of theorists like him and Thorndike that behaviorism has had such a substantial influence, both in psychology and in education. Because of their work, behaviorism as a whole has assisted in developing structured curricula, workbooks, the use of computers, and other instructional approaches. As a learning theory, however, Skinner's system lacks a deeper understanding of learning and motivation.

2.1 Cognitivism by Jean Piaget

Jean Piaget (1896–1980) is one of the most famous learning theorists of all time. He was the first theorist to define learning as a developmental cognitive process where knowledge is constructed based on experience in relation to a person's stage of development. Piaget's explanation of what happens during the process of learning is known as the cognitive learning theory. It was also Piaget who theorized that people are born with a select amount of sensorimotor schemata, such as sucking, looking, or reaching that will determine a person's early childhood experiences (Piaget 99). Piaget went on to prove through his theory that since both people and their environment are always changing, intelligence should be treated as a trait that matures biologically and as it gains experience. In Piaget's theory, there are four stages of growth: 1) Sensorimotor (birth until around Two Years); 2) Pre-operational Thinking (around Two until Seven Years); 3) Concrete operations (around Seven until Eleven or Twelve Years); and 4) Formal Operations (around Eleven or Twelve until Fourteen to Fifteen Years). Although mental skills appear around a certain age (give or take a year), the order in which the mental skills of a person develop does not vary. The reason that the order of acquisition of mental skills does not vary, however, is because the developmental process of gaining knowledge is an extension of what has previously occurred. People in the sensorimotor stage of intellectual development learn about themselves and their environment through motor and reflex actions. During the sensorimotor stage people learn that they are separate from their environment and that the different aspects of their environment (such as their toys) will continue to physically exist whether the person is experiencing the object or not.

According to Piaget, there are three conditions that a person must experience before being able to shift to a reflective level of intelligence: There are thus three essential conditions for the transition from the sensori- motor level to the reflective level. Firstly, an increase in speed allows the knowledge of the successive phases of an action to be molded into one simultaneous whole. Next, an awareness, not simply of the desired results of action, but its actual mechanisms, thus enables the search for the solution to be combined with a consciousness of its nature. Finally, an increase in distances enables actions affecting real entities to be extended by symbolic actions affecting symbolic representations and thus going beyond the limits of near space and time.

Most importantly, a person at this stage is egocentric. Everything that a person does or will experience will be in a frame of reference to him or herself. Experiencing everything through this relation also means that a person's psychological understanding is the only one that exists. By making the transition from the sensory motor level to the reflective level, a person develops the concept of object permanence and comes to understand that objects go on to exist whether or not one is experiencing them in the present moment.

The second stage of intelligence is called preoperational thought and occurs around two to seven years of age. The preoperational stage is divided into two subdivisions: pre-conceptual thought (about two to four years) and the period of intuitive thought (about four to seven years). In pre-conceptual thought, a person is beginning to put objects into classification, but is balancing between the individual naming of the object and its' general classification (of the object). For example, children may call every flower they sees a rose because they are unable to distinguish between the concept of "all" and "some". The period of intuitive thought is when "...it (intelligence) continues to supplement incomplete operations with semi-symbolic form of thought...and it controls judgments solely by means of intuitive 'regulations' " (Piaget 129). During the second part of this stage, a person solves problems intuitively instead of by a logical set of rules. As one continues through this stage, one gains newfound knowledge and will then begin to use different symbols to represent objects.

Piaget's third stage of intelligence is known as concrete operations and occurs around seven to twelve years of age. Piaget defines concrete operations as "...operational groupings of thought concerning objects that can be manipulated or known through the senses". At this stage a person now has the ability to group objects from smallest to largest or largest to smallest, along with the ability to store learned information long-term. However, the thought processes of complex operations are directed towards real events. The individual's thought processes in the third stage are linked to observations of real experiences. This means that the individual can execute complex operations for concrete problems. However, an individual in this stage cannot perform complex operations on abstract problems.

The fourth and final stage of Piaget's theory is the formal operations stage of intelligence and occurs around eleven or twelve through fourteen or fifteen years of age. In this stage, thinking becomes both logical and sophisticated. Formal thought, then, is when a person is able to deal with hypothetical situations that the person has not actually experienced. For example, a child who needs to draw a picture to answer a question is still in the concrete operational stage, while the child who can reason the answer to the question in his or her head has progressed to using formal thought. At this point, a person's mental capabilities are as equipped as they ever will be. However, his or her mental capability can then be directed towards resolving a variety of problems or situations that may occur in life.

Piaget's concept of intelligence has several educational implications. In his theory, the

learners' cognitive structures determine the educational experiences that must be put in place for everyone to have the optimal learning environment. This means that everyone who is learning in accordance with Piaget's explanation of the learning process will require various type of educational material to learn, even if everyone has grown up in the same culture. Specifically, teachers following Piaget's learning theory would need to take on specific stage-based teaching techniques. Stage-based teaching refers to the use of Piaget's developmental stages of intelligence (Webb 94-95). As previously defined, Piaget believed in four vital stages that must occur in a particular order to propel mental development: 1) Sensorimotor 2) Preoperational Thinking 3) Concrete Operations and 4) Formal Operations.

Stage-based teaching requires teachers to re-create a learning environment for students that incorporate and restructure each stage of intelligence. However, as the learning environment is based on the stages of intelligence, it is crucial that the learning environment evolves according to the sequence of the stages. By following such a specific order in the learning environment, the students' ability to perceive and understand will be refined. Classrooms would be structured to accommodate students within their specific grade.

Cooperative learning uses the social context of the classroom. An example of a cooperative learning technique is when teachers assign students to a partner in order to grasp a certain idea or subject. Together, the partners could then create a piece of a bigger project that demonstrated what they learned, such as a piece of artwork to hang on the wall with their other classmates' work. An active learning style assists students of all different levels of development to transfer information for enhanced learning. An example of an active learning exercise could be a matching game, such as matching the visual representation of a vocabulary word to the verbal description.

While following a stage-based curriculum, teachers also need to take into consideration students' individual cognitive comprehension. The intellectual growth of a person will only strengthen if the person learning is cognitively challenged in relation to his or her own stage of development. Because intellectual growth is based on a person's individual cognitive stage, an activity or exercise may be more challenging for one person than for another..

But it is also in stage-based teaching and the consideration of every student's individual cognitive comprehension that Piaget's explanation for learning falls short of being universally applicable in the classroom. Piaget's theory implies that there is an endpoint to the development of intelligence when the formal operations of intelligence are attained. As the formal operations of intelligence occurs around eleven and is suggested to be attained around fifteen, Piaget is implying that the cognitive development of a fifteen year old is no more sophisticated than that of a twenty-eight year old. This implication is simply untrue.

As far as individual cognitive comprehension is concerned, Piaget also implies that learning is in the student and not the instructor. For example, an educator may provide an activity or exercise for the whole class to complete. An activity or exercise that is not challenging enough may cause boredom in one student while the same activity or exercise may be too challenging and cause frustration in another. In either case, both students would lose interest. Of course, the natural instinct of the educator following Piaget's system should be to pair those two students together for the activity or exercise as the more advanced student could provide explanation that is comprehensible to the less advanced student. In turn, the more advanced student would also profit, as he or she must think through his or her own reasoning in order to explain the concept at hand (Webb 96). However, in pairing the students together, the educator cannot guarantee that the students would actually comprehend any of the learning

material from one another. Since the key to individual cognitive comprehension is in the learning and is not in the instruction, trying to apply Piaget in the classroom becomes obsolete.

Jean Piaget's theory of development for learning revolutionized the approach to educational and mental development in the classroom, especially in revising how educational curriculum should be written. He explains that the learner must actively construct knowledge, that learning activities and exercises should match a person's level of conceptual development, and that peer interactions play an important role in a person's cognitive development. By looking beyond human behavior to explain cognitive learning, Piaget was also able to establish Cognitivism as a school of psychology. However, it is in Piaget's learning theory does not thoroughly account for student comprehension, experience, or the sophistication of adult cognitive development.

2.3 Social Constructivism Theory by Lev Vygotsky

Lev Vygotsky (1896-1934), a Russian scientist, expanded the developmental theory of cognition to include social-cultural (sociocultural) cognition. The notion of sociocultural cognition presumes that all learning occurs within a cultural context and must involve social interactions. According to Alex Kozulin, Vygotsky used the term development as "...applied to both the individual and the cultural historical evolution of mental functions" (Vygotsky xxviii). Vygotsky perceived the developmental process as a dynamic process that includes step-by-step changes which may vary from culture to culture. Development then, according to Vygotsky, suggests that interaction with people as well as learned cultural skills are the major components of a person's own view of the world rather than just individual perception. Thus, the role that culture and language play in a person's thinking is a crucial part of how people develop.

Just as Jean Piaget, Vygotsky maintained that people are born with a potential for the development of intelligence. To think about Vygotsky's development process in another manner, one can break down the process into a number of stages: 1) The formation of concepts; 2) The application of formed concepts to new objects; 3) The use of the concept in free association; 4) The maneuvering of concepts in the formation of judgments and new concepts. Through sociocultural interaction, people will experience step-by-step changes that allow them to develop their mental processes more adaptively and effectively.

In order for a person to move through the developmental processes that Vygotsky outlines, a person has to interact in a sociocultural environment. Elementary mental functions are the basic mental functions of a person and are categorized as Attention, Sensation, Perception, and Memory. Each elementary mental function is bounded by biological factors, which further supports Vygotsky's claim that individuals are born with a potential for concept formation. However, culture is what advances and evolves a person's elementary mental functions (Vygotsky 106). In order to better understand this portion of Vygotsky's theory, one can look to the example of memory. Each person is born with a memory that is limited by biological factors, but the culture he or she is in determines the strategy by which a person will use to develop memory skills. These strategies are the very tools for intellectual adaptation. Some societies use note taking as a memorizing tool while others use verbal repetition of the subject, such as listening to a recording of a lecture. Pre-literate societies may have used an approach such as tying knots or carrying pebbles around as a way to remember something.

Vygotsky also affirms that young children are active learners, specifically in their discovery of new understandings and judgments. As active learners, children come to comprehend new thoughts and behaviors via social interaction from a more knowledgeable person. According to Vygotsky, a more knowledgeable person can be either an adult or a peer.

But before a child can learn from interactions with a more knowledgeable person, he or she will encounter egocentric speech. Egocentric speech “appear[s] when a child tries to comprehend the situation, to find a solution, or to plan a nascent activity” (Vygotsky 30). Thus egocentric speech is where children will speak to themselves to guide or plan their personal behavior when they experience a new challenge. However, Vygotsky’s idea of egocentric speech differs from Piaget’s form of egocentric speech. For Piaget, egocentric speech is an indication of intellectual progress. As children age, egocentric speech begins to disappear and indicates that the child is simply becoming less egocentric. For Vygotsky, egocentric speech is social and communicative, guiding a child’s actions. As children learn to use egocentric speech to determine what they can achieve independently, children also try to understand what they can achieve with the guidance and support of a more knowledgeable person (Vygotsky 30). Egocentric speech will eventually change from a vocalization to a soft voice, to a whisper, and then into inner speech. When egocentric speech is internalized, it takes on the cognitive function of becoming a means of realistic thinking (Vygotsky 34). For Vygotsky, egocentric speech is necessary for language to develop and aid a person in solving potential problems.

The second element of Vygotsky’s explanation of the process of learning refers to a more knowledgeable person who can give guidance and support to a child. As stated above, a more knowledgeable person can be an adult or peer, as long as this person has a higher understanding of the task at hand in comparison to the person learning. This could be a teacher, parent, peer, or even something such as a computer. The time period during which the child learns from this more knowledgeable person occurs in what is called the zone of proximal development. The zone of proximal development is defined by Vygotsky as “the discrepancy between a child’s actual mental age and the level he reaches in solving problems with assistance...”. In other words, the zone of proximal development is the distance between the child or individual’s capacity to complete a task with the guidance and support of a more knowledgeable person and the capacity to complete the task independently.

To understand Vygotsky’s theory in more detail, it is important to note that Vygotsky separates concept formation into three different phases. Within each phase of concept formation, there are several stages. The first phase can be termed as the syncretic phase and has three stages. In the syncretic phase, children combine objects into unorganized groups that do not have any basic relationship to one another. It is also in the syncretic phase that word meaning “denotes nothing more to the child than a *vague syncretic conglomeration of individual objects* that have somehow or other coalesced into an image in his mind” (Vygotsky 110). Since language is the main way that adults transmit information to children, word meaning tends to share the same definition to the child as it does the adult. Therefore, word meaning in the Syncretic phase also provides a sufficient way for mutual understanding to occur between both the child and the adult (Vygotsky 111).

There are three stages within the syncretic phase. The first stage is a “trial-and-error” stage in the development of thought. According to Vygotsky, “the group is created at random, and each object added is a mere guess or trial; it is replaced by another object when the guess is proven wrong, i.e., when the experimenter turns the object and show that it has different name”. The second stage of the syncretic phase is guided by a child’s personal perception of objects and the object’s relation to space, time, or a more immediate complex relation, such as gender. The second stage allows for the organization of groups to be determined by a syncretic image: for example, when a child is introduced to a man but calls the man “misses” instead of “mister”. In the third stage, the child will begin to bring together different “elements taken

from different groups or heaps that have already been formed by the child” in the previous two stages (Vygotsky 111). Though the third stage is considered an advancement in concept formation as far as the development of syncretic images, the relationship between the organized objects results in the simple assembling of groups (Vygotsky 112).

The second phase of concept formation is called thinking in complexes. Vygotsky defines the second phase as follows: “...the second phase brings about complexes that have a functional equivalence with real concepts. In place of the ‘incoherent coherence’ of syncretic thinking come the grouping of objects that are actually related to each other” (Vygotsky 112). This means that the second phase consists of complexes that allow the child to group objects together that are actually related to one another. In the second phase, the child begins to internalize egocentricism by distinguishing between his or her own impressions and the external world. This is particularly important as the second phase of concept formation is a “new achievement, an ascent to a much higher level” (Vygotsky 112).

The thinking in complexes phase has five basic types of complexes: 1) Associative; 2) Collections; 3) Chain; 4) Diffuse; 5) Pseudoconcept. The Associative complex is based on whatever bond the child notices with the main object and then with the following objects, while the Collections complex is based on placing objects together that share a similar or different trait (Vygotsky 113-114). In the Chain complex, the child begins to group objects based on a single trait, only to then group objects based on another, different trait (such as a certain color, like blue, and then switching to red because one of the objects ends up having red on it) (Vygotsky 116). The fourth complex is the Diffuse complex where objects are combined by vague, fluid connections. Vygotsky uses the example of a child grouping triangles together and including trapezoids, as the child may assume that the trapezoid is a triangle without its top (Vygotsky 117-118). Finally, the last complex is known as the pseudoconcept and is closest to a real concept. An example of the pseudoconcept complex is when the child combines objects into consistent groups based on a seemingly single trait. However, the child will not be able to sort objects in the same way if the problem is presented to them again (Vygotsky 119).

The third and final phase of concept formation enables the child “...to single out elements, and to view the abstracted elements apart from the totality of the concrete experience in which they are embedded” (Vygotsky 135). When the child singles out certain elements or traits in the objects, it is acquiring genuine concepts. As the previous two phases, the third phase also has several different stages. In the first stage the child combines objects into groups based on more than one similar trait, such as an object that is round and blue or small and flat. This stage demonstrates the very beginning of advancement in the child’s ability to think (Vygotsky 136). The second stage of the third phase is where the child begins to group objects based on one trait, such as only large objects or only flat objects. By shifting from grouping objects together based on more than one trait back to a single trait, the child begins to master the ability to combine objects in a logical and consistent way. The mastering of combining objects in a logical and consistent way guides the child to acquire more concepts that demonstrate the child’s mastery of advanced complexes, furthering the instrument of thought (Vygotsky 137).

As the child becomes an adolescent, the advancement of intellectual processes demonstrates that the syncretic and complex forms of thought will eventually cause potential concepts, As potential concepts are used less, real concepts will begin to form, increasing in frequency as the adolescent continues to move through this period of “crisis and transition”. In a

concrete situation, the adolescent will both form and properly use a concept. However, the adolescent will not be able to easily communicate the concept verbally. But it is through the use and practice of language that the developmental process of genuine concept formation is able to occur from the initial phases of the child, to the adolescent, and eventually to the adult

Vygotsky's learning theory does not describe the typical education model where teachers lecture, or transmit information to their students. In Vygotsky's model of learning, the student plays an active role in learning and discovery, and the student collaborates with teachers, peers, and other knowledgeable people in order to comprehend the material at hand. Teachers must be highly competent and knowledgeable as to the capabilities of each individual student. Teachers would also need to use a curriculum that included activities or exercises that incorporate what each individual student is developmentally capable of completing independently along with activities or exercises that encourage each student to use the guidance of their peers, teachers, or other knowledgeable people. Such activities and exercises invite students to learn and practice the skills of summarizing, questioning, clarifying, and predicting.

Each activity used in the classroom would need to fall within each individual student's zone of proximal development. This means that the activities used by the teacher would need to be innovative as well as designed to create new experiences for the student. If the child were experiencing difficulty in sounding out words, a teacher would use an activity that had a representational object to count out when speaking the word. The goal would be to have the child identify the sound(s) of the word without the object. Or if the student were an adolescent, the teacher would provide students with a detailed guide to working through the activity, then provide them a brief outline for the activity, and then finally ask the students to complete the activity entirely on their own, like in a science experiment. Either example demonstrates how the teacher would collaborate with the student(s) to move from assisted success to unassisted success upon completion of the activity.

For Vygotsky, schools are miniature societies where students have much of their social interaction. Initially, children develop tools and skills, such as speech and writing, to serve as ways to communicate their needs. When you place a child in a classroom, which acts as a cultural influence, the child will begin to internalize new skills which in turn, will lead the child to a higher level of mental function. The classroom acts as a social organization that also represents a larger social community: it is through the social organization that the child will continue to move through the stages of the zone of proximal development. Given that most classrooms have a mixture of students in different developmental stages, teachers would also have students, who have already mastered concept formation, act as guides or mentors for the students at a less advanced stage.

Overall, the application of Vygotsky's teaching method has helped to pave the path to more successful learning outcomes. In fact, one could even claim that Vygotsky was ahead of his time in recognizing that it is important to educate children at various learning levels, such as children with and without learning impairments. However, Vygotsky's theory of learning assumes that each individual child thinks and behaves in a similar fashion throughout his or her life, only moving from elementary mental functions to higher mental functions. And just like Piaget, extremely young children in Vygotsky's model are unable to grasp abstract ideas no matter how much individual attention is provided from a person of more knowledge. This implies that there are more than conceptual differences occurring between learning and discovery in young children and adolescents.

Another disadvantage of Vygotsky's learning theory is the zone of proximal

development. In theory, the zone of proximal development helps to challenge students to accomplish his or her individual potential. However, teachers are expected to interact with several students at once in their classroom and usually cannot provide a lot of one-on-one attention. It would be difficult for a teacher to engage deeply in an activity with individual students and may preclude the necessary level of individualized attention. Furthermore, since the class size might be large, it would also be difficult for teachers to gauge the individual development of their students and would make it difficult to apply the zone of proximal development since each student would probably be at a different level of development. Of course, this provides substantial support for Piaget but calls into question whether or not Vygotsky ends up contradicting himself. It should be noted however, that Vygotsky's theories have been argued to be incomplete because of his early death (at age 37) and that his theories, when translated into English, are insufficient representations of his work.

1.4 Social Cognitivism by Albert Bandura

Albert Bandura (1925-Present) has had a significant influence on the school of psychology known as Social Cognitivism. Just as Piaget and Vygotsky, Bandura is a cognitive psychologist because his theory focuses on motivation and self-regulatory mechanisms rather than just environmental factors. However, Bandura's psychological work builds a bridge between both behaviorist and cognitive theories by encompassing attention, memory, and motivation. Furthermore, his theory assumes that people learn by observing and imitating other people's behaviors and reactions. As Bandura's theory becomes more popular, it is evident that his theory can also be described as the "common sense" theory and is grasping many educators' and institutions' attention.

Bandura attributes a person's framework of development to the process of observation. In his social cognitive explanation of the learning process, the main process of observation and imitation is known as modeling or observational learning. In social cognitive learning theory, Bandura explains that individual behavior is formed through continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Bandura also explains that four processes, or conditions, are necessary for people to effectively model so that individual behavior can form via reciprocal interaction: 1) The Attentional Processes; 2) The Retention Processes; 3) The Reproduction Processes; 4) The Motivational Processes. All four processes ultimately influence observational learning.

According to Bandura, a person can only learn through what is observed. But before a person can learn from a model, the model must be attended to. In observational learning, the attentional processes are made of variables that determine what must be attended to during observational learning. This means that various factors increase or decrease the amount of attention paid to the model by the observer. A person's characteristics, such as his or her sensory capacities, are also affected by the attentional processes. The effects of the attentional processes on a person's characteristics are significant, especially in a child through observation of a model i.e. his or her parents or teachers, a child will adopt new activities or behaviors with increasing frequency. By observing models, a child will also learn to selectively apply attention to details that will aid it in gaining characteristics to focus his or her attention while also learning to ignore the unimportant ones.

But the information acquired through observational learning will only be useful if the information is retained. In Bandura's explanation of the process of learning, information is stored in one of two ways, either through imagery symbols or verbal symbols. When imagery symbolization occurs, a person has observed a model and then that experience will be stored as

an image. This image can be retrieved and acted on after the observed experience has been modeled. The second way that information is retained, according to Bandura, is through verbal symbolization. Verbal symbolization is when a modeled experience is changed into a verbal code.

Verbal symbolization is more important than imagery symbolization in Bandura's theory. He explains that, "most of the cognitive processes that regulate behavior are primarily conceptual rather than imaginal. Because of the extraordinary flexibility of verbal symbols, the intricacies and complexities of behavior can be conveniently captured in words" .

When represented in memory, imagery and verbal symbolization are often inseparable. When both imagery and verbal symbolization come together, information is stored cognitively and creates what is known as the retentional process. Once the information is stored cognitively, it can be retrieved and strengthened long after observational learning has taken place.

Because children have limited experiences, it is difficult for them to master memory skills. By learning to store the information via imagery and verbal symbols, children can strengthen their memory skills and eventually, master how to utilize information long after it has been observed. After the retentional processes come the production processes. The production processes determine the degree to which a person has retained observational learning by translating it into performance or behavior. According to Bandura, the symbols retained from a modeling experience act as a template for a person's actions or behavior, which are then compared to the model. The symbolic template sets up a "rehearsal" process for a person to cognitively practice different responses that he or she have learned through modeled experience. By cognitively rehearsing various responses learned from former modeled experiences, a person will eventually find the behavior that matches the modeled experience and take corrective action for any discrepancies between his or her own behavior and the memory of the modeled behavior.

In other words, a person may take in information on a cognitive level but will be unable to translate that information into behavior because he or she has not developed the necessary physical skills. When a person continues to rehearse the information that he or she has previously retained and then compares it in his or her "symbolic template", a mental loop is created to gradually provide feedback. The feedback then strengthens a person's responses and develops his or her behaviors. The mental loop uses self-observation and self-correction as a guide to motor capability enhancement.

The motives that a person experiences for utilizing observed information are known as the motivational processes. In other learning theories, such as in Skinner, the motivational processes may be explained through reinforcement and punishment. Bandura, on the other hand, explains that the motivational processes use observational learning and reinforcement to form an expectancy of specific behavior according to a situation. He writes: "The motivational processes involve the cognitive representation of outcomes and the development of higher incentives that foster self-maintaining engrossment in activities". Reinforcement thus becomes an incentive for transforming learning into performance. However, punishment is informative to the person observing as its functions play a similar role to reinforcement. Bandura also explains that the information a person has learned in the motivational process is always informative. But the information learned will remain dormant until the person has a reason, a *motive*, to use the information.

People gain information by observing either the consequences of their own behavior or the behavior of others. It is through observational learning that the basic mechanisms that enhance a person's cognitive skills are developed. If observational learning does not occur, the

person did not have the proper incentive to perform the relevant activities.

Bandura's social cognitive theory, and more specifically his concept of observational learning, has many educational implications. Based on the idea that learning is a social experience that occurs under various circumstances, learning and the subsequent modeling of certain behaviors are a direct result of ongoing and reciprocal interaction between a person, the social environment, and previously learned behavioral patterns of both the person and the group. Teachers applying Bandura's theory in the classroom would need to consider what each student would bring to the social and physical environment, such as a unique set of mental constructs, a fluctuating emotional state of being, and/or his or her own feeling of capability or likelihood to succeed. These factors would interact with students' individual behavioral patterns and in their physical and social environments where modeling and reinforcement would take place, such as in their ability to organize or procrastinate and in the nature of a task.

Teachers of social cognitive theory would need to manipulate the classroom environment to further the progression of positive aspects of socialization and use positive modeling more proactively in student learning. Therefore, teachers would have to carefully plan their curriculum to model observed learning of creativity, general rules, moral codes, principles, problem-solving strategies, etc. To successfully model observed learning, both from themselves and from other students, teachers would set up their classrooms as learning communities where cooperative learning activities were constantly being used. Examples of cooperative learning activities according to Bandura are jigsaw puzzles or think-pair-shares, both of which address all four of Bandura's processes: attentional, retention, reproduction, and motivational. Cooperative learning activities and exercises force students to internalize observed learning into their own standards for self-evaluation which will aid students in formulating their own goals and expectations.

Teachers following social cognitive theory, would need to be overtly aware of how the four processes impact their students. Teachers would measure and track each individual student's former learning experience and maturation, consider each student's verbal ability and motor skills, and use each student's personal incentives. By providing such individual consideration, teachers are able to add value to the material that will enhance students' capabilities. Students would be expected to attend to the material being taught, retain the modeled information, reproduce the information in their own behavior, and then use the learned material to effectively model a wide variety of educational experiences. By successfully integrating different social elements and all four processes, teachers can ensure that quality learning will take place among their students.

However, the problem with Bandura's social cognitive theory of learning is that his explanation encompasses such a broad spectrum. Unlike other learning theories, social cognitive learning theory addresses problems outside of learning, such as memory, language, motivation, personality, and moral conduct. His theory is also expected to be applied individually to each child, student, and person based on former learning experiences. Because his theory addresses a plethora of broad problems while also expecting it to be applied individually, his theory is difficult to apply in an educational setting (especially in a public school system). Furthermore, since teachers cannot be responsible for all the information that their students may observe outside of the classroom, it is then almost impossible to discover and accurately measure "what causes what" in each student's development.

Albert Bandura's work was and is significant to the revolution in the theories of cognition and for the field of psychology. By transforming the traditional concept of cognition, he was

able to help establish the theories of Social Cognitivism which work to seal the gap between both behaviorist and cognitive theories, such as those of Skinner and Piaget. As one of the most influential theories in psychology, social cognitive theory is able to successfully stress the importance of observational learning, imitation, and modeling which can be seen in both every day activities and educational settings. Through the theory's simplicity and universality, Bandura's work can be considered almost commonsense. But in applying Bandura's theory, his explanation becomes complicated and general, leaving his theory less than ideal for the modern day classroom.

III. Conclusion

B.F. Skinner, Jean Piaget, Lev Vygotsky, and Albert Bandura have proposed insightful theories to explain the process of learning. Their explanations are meant to provide a solid understanding of how people acquire and discover knowledge about the world they live in. In doing so, these theorists have led educators to question how students learn, what students should learn, and how teachers can stimulate student learning. But a problem arises in attempting to put these theories into practice in the classroom, because the theories are not universal and do not work for every student. For these reasons, a large number of students have been left under- prepared in their capability to discover and comprehend the intricate details of the world in which they live. This prevents students from reaching their full academic and developmental potential, ultimately prohibiting them from excelling in a society where intelligence is everything.

A universal explanation for the process of learning, where every student in a classroom would be stimulated, may never be methodically explained. Learning theories also direct our attention to current and past teaching methods that are necessary in finding potential solutions to achieving individual capabilities.

REFERENCES

- Bandura, Albert. 1986. *Social Foundations of Thought and Action*. Upper Saddle River, NJ: Prentice Hall, Inc.
- Hill, Winfred F. 2002. *Learning: A Survey of Psychological Interpretations*. Upper Saddle River, NJ: Pearson Education, Inc., 2002. Print.
- Piaget, Jean. 1960. *The Psychology of Intelligence*. Patterson, New Jersey: Littlefield, Adams & Co., 1960.
- Skinner, Burrhus Frederic. 1953. *Science and Human Behavior*. New York, NY. (866 Third Ave., New York, NY 10022): The Free Press, 1953. Print.. *Science*, New Series, Volume 128, Issue 3330 (October 24, 1958), 969-977.
- Vygotsky, Lev. 1997. *Thought and Language*. Cambridge, MA: The Massachusetts Institute of Technology, 1986.
- Freeman. W.H. 1997. *Readings on the Development of Children*. New York: W.H. Freeman and Company, 1997. Print.
- Webb, Patricia Kimberly. 2007. *Piaget: Implications for Teaching*. Thesis.
