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**DEVELOPMENT OF ENGLISH ENGLISH BASED ON
CONTEXTUAL INSTRUMENTS IN IMPROVING STUDENT
COMPETENCY OF AUTOMOTIVE SCHOOL SMK
MUHAMMADIYAH PADANG**

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Abstract

This research is in the background because the subjects of English in Automotive SMK majors is a very important subject, to facilitate students learning contextual based presentation material. Contextual learning strategy is a strategy that allows teachers to connect the subject matter that students are learning with the real world. Contextual based learning is a learning with student oriented approach. Students can link, apply, and experience the material they learn.

Keywords: English, Contextual, Competence

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**PENGEMBANGAN BAHAN AJAR BAHASA INGGRIS BERBASIS
KONTEKSTUAL DALAM MENINGKATKAN KOMPETENSI SISWA
JURUSAN OTOMOTIF SMK MUHAMMADIYAH PADANG**

Abstrak

Penelitian ini di latar belakang oleh karena mata pelajaran bahasa Inggris di jurusan Otomotif SMK merupakan mata pelajaran yang sangat penting, untuk memudahkan siswa pembelajarannya materi penyajian berbasis kontekstual. Strategi pembelajaran kontekstual merupakan strategi yang memudahkan guru menghubungkan materi pelajaran yang dipelajari siswa dengan dunia nyata. Pembelajaran berbasis kontekstual merupakan pembelajaran dengan pendekatan student oriented. Siswa dapat mengaitkan, menerapkan, dan mengalami materi yang dipelajarinya.

Keywords: Bahasa Inggris, Kontekstual, Kompetensi

I INTRODUCTION

Kepmendiknas No. 22 Tahun 2006, tentang Standar Isi, bahwa tujuan pembelajaran bahasa Inggris di Indonesia adalah diarahkan agar siswa memiliki kemampuan mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk mengiringi tindakan

(*language accompanying action*) dalam konteks sekolah, memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global dan mengembangkan pemahaman para siswa tentang keterkaitan antara bahasa dengan budaya.

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Keterampilan yang mutlak dimiliki oleh siswa SMK adalah keterampilan yang dapat menunjang kehidupannya di masa depan sehingga para siswa dapat bersaing dalam dunia persaingan global. Oleh karena itu, dibutuhkan kesiapan bersaing yang didukung oleh *hard skill* dan *soft skill* dalam prosesnya. Menurut Petunjuk Teknis (2006:111) pembelajaran bahasa Inggris di SMK bertujuan membekali para siswa dengan kemampuan berkomunikasi dalam konteks material komunikasi yang diperlukan bagi program keahliannya baik secara lisan maupun tulisan, berkomunikasi dalam kehidupan sehari-hari sesuai dengan tuntutan global dan mengembangkan komunikasi ke taraf yang lebih tinggi. Menurut UUSP No 20 tahun 2003, SMK adalah jenjang pendidikan yang menyiapkan lulusannya untuk menghadapi dunia kerja dalam bidang tertentu. SMK merupakan jenjang pendidikan memiliki mata pelajaran adaptif, normatif dan produktif.

Ashburn and Floden (2006:27) menyatakan Materi pembelajaran yang bermakna akan membantu siswa dalam membangun pemahaman yang meliputi kapasitas dan susunan untuk mengembangkan dan menerapkan pengetahuan secara kreatif, fleksibel dan sesuai dalam situasi tertentu. Sehingga untuk menyampaikan materi pembelajaran, harus dipilih metode yang tepat pula sebagaimana yang dipaparkan Martinis Yamin bahwa metode pembelajaran merupakan bagian dari strategi instruksional yang merupakan cara untuk menyajikan, menguraikan, memberi contoh, dan memberi latihan kepada siswa untuk mencapai tujuan tertentu (Yamin, 2009:145). Selain bahan ajar yang menarik, metode yang digunakan oleh guru dalam menyajikan bahan ajar tersebut juga harus tepat.

Pengembangan bahan ajar adalah suatu proses yang melibatkan dan meliputi banyak kegiatan, yaitu kegiatan merencanakan, mengadaptasi, menulis, mengajarkan dan mengevaluasi bahan ajar tersebut. Adapun cara yang dapat dipergunakan dalam mengembangkan bahan ajar antara lain adopsi bahan ajar, adaptasi bahan ajar dan penulisan bahan ajar. Selanjutnya, pengembangan bahan ajar dapat dilakukan melalui beberapa tahapan, yaitu: 1) memformulasikan tujuan pembelajaran, 2) menentukan pendekatan/cara pengembangan bahan yang sesuai, 3) menentukan urutan isi/pokok bahasan berbasis tema, topik dan fungsi bahasa, 4) melakukan kegiatan adopsi,

adaptasi atau modifikasi bagian-bagian tertentu, 5) melakukan uji coba lapangan, 6) melakukan refleksi/ revisi bahan ajar 7) menulis/finalisasi produk sebagai bahan ajar (Yamin, 2010:28)

Pendidikan kejuruan merupakan pendidikan keterampilan terikat, yang memiliki program yang disesuaikan dengan keperluan dan kemampuan sekolah yang bertujuan memberikan bekal untuk memiliki keterampilan dasar sesuai minat dan kebutuhan masyarakat. Super et.al (1996) berpendapat bahwa selain kemampuan akademis dan keterampilan serta ketertarikan mereka terhadap dunia kerja, konsep diri turut pula mempengaruhi pilihan karir seorang peserta didik. Semua kesempatan ini dapat diperoleh di SMK.

Pendekatan kontekstual (*Contextual Teaching and Learning*) merupakan konsep belajar yang bisa membantu guru menghubungkan antara materi yang diajarkan dengan realitas dunia nyata siswa, dan mendorong siswa membuat interaksi antara pengetahuan yang dimilikinya dengan penerapannya dalam kehidupan sehari-hari. Adapun bentuk pembelajaran yang penting dalam pendekatan kontekstual, yaitu mengaitkan, mengalami, menerapkan, bekerjasama dan mentransfer. Proses pembelajaran lebih dominan bernuansa *student centered* daripada *teacher centered*.

Pengembangan bahan ajar yang bernuansa *student centered* dapat dilakukan menggunakan metode pengembangan (*development research*) dengan pendekatan pengembangan model 4D (*four-D model*) melalui beberapa tahapan model pengembangan meliputi tahap pendefinisian (*define*), tahap perancangan (*design*), tahap pengembangan (*develop*) dan tahap penyebaran (*disseminate*). Selanjutnya, menurut Tessmer (1998), pengembangan difokuskan pada 2 tahap yaitu tahap preliminary dan tahap *formative evaluation* yang meliputi *self evaluation (analysis, design)*, *prototyping (expert reviews, one-to-one, dan small group)*, serta *field tes*.

Berdasarkan studi pendahuluan pada 3 kelas yang dipilih sebagai situs penelitian, hal inilah yang menimbulkan pertanyaan, antara lain: (1) Bagaimanakah menyiapkan bahan ajar yang mampu meningkatkan kompetensi siswa?, (2) Apakah terdapat hasil peningkatan kompetensi siswa dengan bahan ajar berbasis kontekstual.

II RESEARCH METHODS

Penelitian pengembangan (R&D) ini dirancang agar siswa mampu menggunakan bahasa Inggris untuk berkomunikasi sesuai dengan lingkungan kerjanya. Pada penelitian pengembangan ini produk yang akan dihasilkan adalah buku ajar mata pelajaran bahasa Inggris untuk siswa Jurusan Otomotif SMK Muhammadiyah kelas XI semester I.

Pengembangan bahan ajar mata pelajaran bahasa Inggris untuk SMK Muhammadiyah kelas XI ini merupakan seperangkat proses atau kegiatan untuk menghasilkan produk dalam mengatasi permasalahan pada pembelajaran bahasa Inggris yang ada. Karena itu, penelitian ini mengembangkan suatu produk bahan ajar yang memberikan solusi masalah yang terjadi terhadap mata pelajaran bahasa Inggris yang berbasis kontekstual sebagai suatu upaya untuk mendorong para siswa untuk mampu berkomunikasi secara tepat.

Menurut Akker (2006:155), Ranah kerja penelitian pengembangan ini sebagai suatu kajian sistematis terhadap proses pendesain, pengembangan, dan evaluasi produk pembelajaran yang harus memenuhi kriteria validasi, pengembangan dan efektifitas sebuah penelitian.

Data yang diolah adalah data primer dan data sekunder. Data primer adalah data yang dikumpulkan atau diolah sendiri oleh peneliti ataupun organisasi yang menerbitkan data tersebut. Data yang dikumpulkan diperoleh

melalui dokumentasi, wawancara dan observasi. Adapun data primer yang dikumpulkan meliputi data-data mengenai : a) Analisis kebutuhan pengembangan bahan ajar, b) Uji coba produk (bahan ajar), c) Hasil pengembangan bahan ajar. Adapun data sekunder adalah data yang diperoleh suatu organisasi atau perusahaan dalam bentuk yang sudah jadi dari pihak lain. Data sekunder diperoleh melalui dokumen-dokumen yang ada di sekolah.

Sumber data dalam penelitian adalah subjek dari mana data dapat diperoleh. Untuk mendapatkan data maka dibutuhkan sumber-sumber sebagai berikut :1) Ahli desain, materi dan bahasa untuk validasi produk, 2) Guru untuk uji coba perorangan, 3) Siswa kelas XI SMK Muhammadiyah Padang untuk uji coba produk., 4) Siswa kelas XI SMK Kosgoro kota Padang untuk *try out* (uji coba) instrumen penelitian.

Teknik pengumpulan data pada penelitian pengembangan ini menggunakan metode campuran (*mixed method*), yaitu metode kualitatif dan kuantitatif. Metode kualitatif yang dilakukan melalui wawancara, observasi dan dokumentasi. Sementara metode kuantitatif dilakukan menggunakan tes dan angket.

Data yang telah diperoleh, dianalisis dan diperiksa kredibilitasnya menggunakan triangulasi data, validasi ahli (ahli desain, ahli materi dan ahli bahasa) dan pengujian (perorangan, kelompok kecil dan kelompok besar) di lapangan.

III RESULTS AND DISCUSSION

Kegiatan pengembangan dimulai dari menganalisis kebutuhan (*need analysis*) materi ajar ditelusuri mulai dari tujuan yang ingin dicapai oleh para siswa di SMK, lalu didukung oleh teori belajar yang sesuai dengan tujuan yang ingin mereka capai dan disesuaikan dengan tujuan pendidikan nasional yang telah ditargetkan oleh pemerintah nasional, agar para siswa dapat memenuhi standar kompetensi lulusan yang telah ditetapkan. Setelah perumusan

kebutuhan materi ajar diperoleh, pengembang menentukan, memilih dan memilah masalah atau topik ajar apa saja yang dapat menjembatani kebutuhan siswa dan target yang ditentukan oleh pemerintah yang sesuai dengan kondisi para siswa tersebut. Kegiatan memilih dan menentukan pendekatan, latihan, aktifitas dan pendekatan prosedur yang tepat dilakukan agar kegiatan pembelajaran menjadi efektif dan efisien. Setelah itu, kegiatan yang akan dilakukan

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oleh guru dan siswa dituliskan dalam rencana pembelajaran dan kegiatan merancang bahan ajar yang efektif dan efisien dapat mulai dilakukan. Tahap berikutnya adalah menguji-cobakan model bahan ajar yang telah ada. Setelah dinilai sesuai dengan kebutuhan siswa akan bahan ajar yang tepat, teori belajar dan tujuan pendidikan nasional, maka model bahan ajar tersebut dapat dipergunakan di SMK tersebut.

Analisis keluaran produk pengembangan yang dilakukan dalam penelitian pengembangan adalah berupa draf buku ajar mata pelajaran bahasa Inggris kelas XI semester I, yang diawali dari penetapan judul, pengumpulan referensi, perumusan tujuan dan garis besar materi, penulisan materi/gambar dan pengetikan, yang menghasilkan keluaran produk berupa draf buku pegangan guru dan buku pegangan siswa.

Pengembangan bahan ajar ini merupakan upaya untuk memperbaiki kelemahan yang ada pada bahan ajar yang lama, dengan melihat analisis kebutuhan pembelajaran. Maka berdasarkan hasil validasi ahli desain bahan ajar mengalami perubahan pada bagian sampul yang meliputi judul, warna, gambar dan aksara yang digunakan), Sementara dari hasil validasi ahli materi, perumusan tujuan berupa standar kompetensi dan kompetensi dasar yang mengacu pada Kurikulum SMK, dan indikator yang dikembangkan sendiri oleh guru mata pelajaran bahasa Inggris, yang disajikan dalam silabus dan rencana pelaksanaan pembelajaran (RPP). Penambahan pada draf kedua ini untuk menambah konten buku dengan materi yang membangun pengalaman di bidang administrasi pekerjaan.

Pengembangan bahan ajar mata pelajaran bahasa Inggris jurusan otomotif SMK kelas XI Semester I berbasis kontekstual ini, dikembangkan berdasarkan studi pendahuluan yang meliputi analisis kebutuhan, analisis kompetensi yang dibutuhkan, dan analisis keluaran produk pengembangan. Bahan ajar dalam bentuk buku cetak ini mengikuti prosedur pengembangan yang diadopsi dari model Tessmer yakni gambaran proses rangkaian sistematis tentang pengembangan pembelajaran baik mengenai proses maupun bahan pembelajaran yang sesuai dengan kebutuhan dalam upaya pencapaian kompetensi.

Setelah dilakukan studi pendahuluan, selanjutnya draf produk berupa buku cetak mata pelajaran Bahasa Inggris yang terdiri dari buku pegangan siswa dan buku pegangan guru divalidasi dan diujicobakan. Validasi terdiri dari validasi ahli dan materi, sementara uji coba produk terdiri dari uji coba perorangan (*one to one evaluation*), uji coba kelompok kecil (*small group*), dan uji coba lapangan (*field test*).

Uji coba produk awal dilakukan secara perorangan atau uji coba lapangan tahap awal (*one to one formative evaluation*), yang analisis datanya menggunakan wawancara sebagai alat pengumpul data. Hal ini guna memperoleh komentar dan saran tentang draf buku ajar. Sebagai dasar pemilihan, selain dipilih 3 orang siswa, juga dipilih 2 orang guru (teman sejawat), karena dikhawatirkan jika didasarkan dari komentar siswa saja, maka tanggapannya kemungkinan akan kurang memahami konteks pertanyaan yang diajukan.

Uji coba teman sejawat dilakukan untuk meminta pendapat dan tanggapan tentang produk yang dibuat. Sementara uji coba perorangan (*one to one*) terhadap siswa dilakukan kepada tiga orang siswa yang mempunyai kemampuan berbeda, yaitu; siswa yang mempunyai kemampuan rendah, kemampuan sedang, dan kemampuan tinggi. Berdasarkan pendapat teman sejawat, produk bahan ajar juga sangat membantu bagi perkembangan aspek kognitif, aspek psikomotor dan aspek afektif siswa untuk mengetahui, memahami dan mengaplikasikan materi pelajaran bahasa Inggris karena di dalam bahan ajar ini sudah disajikan materi dari masing-masing topik yang akan diajarkan.

Bahan ajar ini juga didukung dengan sampul, tulisan, dan ilustrasi, yang tidak hanya menarik, tetapi juga komunikatif, mampu meningkatkan keaktifan, dan sesuai dengan tujuan yang telah ditentukan. Selain itu, bahan ajar juga sudah sesuai dengan program pembelajaran yang terdiri dari silabus dan Rencana Pelaksanaan Pembelajaran (RPP), yang didukung dengan penyusunan bahan ajar yang sudah cukup sistematis.

Sementara itu, dari segi materi bahan ajar ini awal dianggap sulit untuk dipahami oleh siswa. Namun ketika siswa memperhatikan lebih

teliti dan tekun pada akhirnya mereka mengetahui bahwa materi di dalam materi ajar ini dapat dimahaminya secara baik. Yang lebih penting lagi, bahan ajar ini secara menyeluruh sudah mampu untuk menarik perhatian, minat, dan motivasi siswa, karena disajikan dengan warna yang menarik. Bahan ajar ini juga sudah sesuai dengan karakteristik siswa yang berbeda-beda, oleh karenanya tingkat kesulitan materi yang disajikan sedikit demi sedikit meningkat, sehingga siswa lebih mudah menguasainya secara perlahan-lahan.

Evaluasi pembelajaran dinilai juga sudah mampu mendeskripsikan materi yang diajarkan, sehingga akan mampu mengukur ketercapaian kompetensi siswa. Penggunaan *smart box* yang ada di setiap bab dapat membantu siswa memahami inti materi yang disajikan. Selain itu sisipan kata-kata kutipan yang berisikan motivasi dan nasihat diharapkan dapat meningkatkan motivasi belajar siswa.

Berdasarkan hasil wawancara diketahui bahwa kesulitan-kesulitan yang lazim dialami siswa antara lain: 1) Materi tata bahasa adalah materi yang bagi siswa yang berkemampuan sedang dan berkemampuan rendah, sehingga untuk materi ini membutuhkan waktu yang relatif lama, 2) Materi listening adalah materi lain yang sulit, sehingga untuk memahaminya membutuhkan latihan, keterampilan dan pengetahuan sebelumnya.

Pengembangan bahan ajar mata pelajaran bahasa Inggris SMK Kelas XI Semester I berbasis kontekstual ini, dikembangkan berdasarkan studi pendahuluan yang meliputi analisis kebutuhan, analisis kompetensi yang dibutuhkan, dan analisis keluaran produk pengembangan. Bahan ajar dalam bentuk buku cetak ini mengikuti prosedur pengembangan yang diadopsi dari model Tessmer yakni gambaran proses rangkaian sistematis tentang pengembangan pembelajaran baik mengenai proses maupun bahan pembelajaran yang sesuai dengan kebutuhan dalam upaya pencapaian kompetensi.

Setelah dilakukan studi pendahuluan, selanjutnya draf produk berupa buku cetak mata pelajaran Bahasa Inggris yang terdiri dari buku pegangan siswa dan buku pegangan guru

divalidasi dan diujicobakan. Validasi terdiri dari validasi ahli dan materi, semnetara uji coba produk terdiri dari uji coba perorangan (*one to one evaluation*), uji coba kelompok kecil (*small group*), dan dan uji coba lapangan (*field test*). Analisis data dari validasi dan uji coba produk tersebut disajikan sebagai berikut:

a. Data Validasi Ahli Materi

Ahli yang mampu menganalisis materi yang terpilih untuk dimuat dalam buku ajar tersebut. Hasil validasi ahli materi, produk pengembangan bahan ajar mata pelajaran Bahasa Inggris untuk SMK kelas XI semester I berbasis kontekstual sebagai berikut: a) materi bahan ajar sudah sesuai dengan kemampuan siswa, b) materi bahan ajar bagi siswa pada dasarnya mampu mengatasi masalah pembelajaran, yaitu berkomunikasi dalam bahasa Inggris dan meningkatkan motivasi siswa untuk belajar bahasa Inggris, c) materi bahan ajar mampu meningkatkan pengetahuan, pemahaman dan rasa ingin tahu siswa dalam pembelajaran bahasa Inggris secara mandiri, tapi tetap membutuhkan strategi pengajaran yang tepat, d) topik yang dipilih dapat memotivasi siswa untuk menerapkan keterampilan berbahasa dan guru harus tetap menerapkan strategi yang tepat untuk mendukung motivasi siswa tersebut., e) pemilihan kata dan materi ajar di dalam buku ajar ini sudah tepat, namun untuk mencapai tujuan yang diharapkan dapat dilakukan revisi agar lebih memotivasi siswa, f) penggunaan bentuk tata bahasa yang digunakan sudah sesuai dengan level yang ditetapkan oleh silabus, yaitu level *Elementary*, g) ungkapan yang digunakan dalam buku ajar ini dapat membantu siswa memahami maksud percakapan tersebut, h) materi listening dapat meningkatkan keterampilan siswa, namun tetap perlu latihan yang lebih intensif, i) tulisan bahan ajar cukup menarik, komunikatif, dan mampu meningkatkan motivasi siswa untuk mempelajarinya, j) materi bahan ajar sudah sesuai dengan program pembelajaran (silabus, RPP), k) isi bahan ajar cukup valid dan sesuai dengan keilmuan, l) strategi penyusunan bahan ajar dan bahasa yang digunakan cukup

mudah dipahami, m) informasi pendukung yang terdapat di dalam bahan ajar ini sangat diperlukan dan memudahkan siswa dalam belajar, n) materi bahan ajar belum sepenuhnya sesuai dengan karakteristik perkembangan intelektual siswa usia sekolah menengah, dan karakteristik kepribadian siswa yang berbeda-beda, o) secara umum, tes hasil belajar telah dapat mengukur ketercapaian kompetensi siswa dalam menguasai tujuan yang telah ditentukan namun belum menyeluruh, p) pemilihan topik di dalam buku ajar ini dapat membuat siswa mempelajari bahan ajar secara benar dan tepat dalam waktu singkat dan berkaitan dengan kegiatan dunia industri dan dunia usaha yang akan ditemui siswa kelak.

b. Data Validasi Ahli Desain

Hasil validasi ahli desain, produk pengembangan bahan ajar mata pelajaran sebagai berikut: a) desain bahan ajar sudah sesuai dengan kemampuan siswa sekolah menengah kejuruan sehingga bisa mengembangkan potensi yang dimiliki, b) desain bahan ajar mampu meningkatkan pengetahuan, minat dan perhatian siswa serta cukup mampu meningkatkan pemahaman siswa secara benar dan tepat dan mencapai tujuan yang diharapkan, dan dapat mencapai hasil yang sesuai dengan kebutuhan, c) tampilan sampul bahan ajar menarik, warna, dan tulisan pada cover bahan ajar menarik, ilustrasi desain bahan ajar menarik, komunikatif, dan mampu memotivasi siswa untuk mempelajarinya, d) desain bahan ajar sesuai dengan kompetensi dasar dan standar kompetensi, dan program pembelajaran (silabus, RPP). e) penyusunan desain bahan ajar berurutan dan teratur, dan menunjukkan keterkaitan yang merupakan satu kesatuan yang utuh., f) strategi penyusunan bahan ajar dan bahasa yang digunakan mudah dipahami, g) desain bahan ajar sudah sesuai dengan karakteristik perkembangan intelektual siswa usia sekolah dasar, dan karakteristik kepribadian siswa yang berbeda-beda, h) tes hasil belajar sudah mendeskripsikan materi bahan ajar, dan juga telah mampu mengukur ketercapaian kompetensi siswa dalam menguasai tujuan yang telah ditentukan, i)

pemilihan topik di dalam buku ajar ini dapat membuat siswa mempelajari bahan ajar secara benar dan tepat dalam waktu singkat dan berkaitan dengan kegiatan dunia industri dan dunia usaha yang akan ditemui siswa kelak.

c. Data Validasi Ahli Bahasa

Ahli yang mampu menganalisis hal-hal yang berkaitan dengan pemilihan kata dan kalimat serta penggunaan tata bahasa yang digunakan untuk dimuat dalam buku ajar tersebut. Hasil validasi ahli materi, produk pengembangan bahan ajar mata pelajaran Bahasa Inggris untuk SMK Muhammadiyah kelas XI semester I berbasis kontekstual sebagai berikut: a) materi bahan ajar sudah sesuai dengan kemampuan siswa sehingga bisa mengembangkan potensi yang dimiliki, b) materi bahan ajar bagi siswa pada dasarnya mampu mengatasi masalah pembelajaran, yaitu berkomunikasi dalam bahasa Inggris dan meningkatkan motivasi siswa untuk belajar bahasa Inggris, c) materi bahan ajar mampu meningkatkan pengetahuan, pemahaman dan rasa ingin tahu siswa dalam pembelajaran bahasa Inggris secara mandiri, d) topik yang dipilih dapat meningkatkan motivasi siswa untuk menerapkan keterampilan berbahasa dan guru harus tetap menerapkan strategi yang tepat, e) pemilihan kata dan materi ajar di dalam buku ajar ini sudah tepat, namun untuk mencapai tujuan yang diharapkan dapat dilakukan revisi agar lebih memotivasi siswa, f) penggunaan bentuk tata bahasa yang digunakan sudah sesuai dengan level yang ditetapkan oleh silabus, yaitu level *Elementary*, g) berbagai ungkapan yang digunakan dalam buku ajar ini dapat membantu siswa memahami maksud percakapan tersebut, h) materi listening dapat meningkatkan keterampilan siswa, namun tetap perlu latihan yang lebih intensif, i) tulisan bahan ajar cukup menarik, komunikatif, dan mampu meningkatkan motivasi siswa untuk mempelajarinya, j) materi bahan ajar sudah sesuai dengan program pembelajaran (silabus, RPP), k) isi bahan ajar cukup valid dan sesuai dengan keilmuan, l) strategi penyusunan bahan ajar dan bahasa yang digunakan cukup mudah dipahami, m) informasi pendukung yang terdapat di dalam bahan ajar ini sangat

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diperlukan dan memudahkan siswa dalam belajar, n) materi bahan ajar belum sepenuhnya sesuai dengan karakteristik perkembangan intelektual siswa usia sekolah menengah, dan karakteristik kepribadian siswa yang berbeda-beda, o) secara umum, tes hasil belajar telah dapat mengukur ketercapaian kompetensi siswa dalam menguasai tujuan yang telah ditentukan namun belum menyeluruh, p) pemilihan kata dan kalimat pada setiap topik di dalam buku ajar ini memotivasi siswa mempelajari bahan ajar secara benar dan tepat dalam waktu singkat.

Dalam pengujian kelompok besar, buku ajar yang dijadikan bahan ajar dan digunakan selama masa penelitian dalam proses belajar mengajar di sekolah adalah buku teks hasil pengembangan bahan ajar sebelumnya, berupa buku ajar yang diperuntukkan bagi sekolah kejuruan kelompok teknologi dan rekayasa. Buku ajar tersebut disesuaikan dengan

karakteristik dan kebutuhan siswa kejuruan kelompok teknologi dan rekayasa ini. Meskipun jumlah jam tatap muka di kelas terbatas, penggunaan strategi pengajaran tepat guna yang diterapkan oleh guru, dan menariknya penyajian bahan ajar yang dilakukan oleh guru sehingga siswa memiliki motivasi dan minat dalam pembelajaran, baik terbimbing maupun mandiri.

Revisi produk merupakan tindak lanjut dari hasil validasi dan uji coba dalam prosedur pengembangan model 4D. Revisi produk merupakan langkah penyempurnaan produk bahan ajar sehingga diperoleh prototype bahan ajar mata pelajaran Bahasa Inggris berbasis kontekstual untuk kelas XI semester I SMK kelompok teknologi dan rekayasa, yang benar-benar sesuai kebutuhan, mampu meningkatkan kompetensi, efektif, dan menarik. Berdasarkan hasil penyajian dan analisis data hasil validasi dan uji coba di atas, maka revisi produk dilakukan 5 kali.

IV CONCLUSION

Berdasarkan hasil pengembangan bahan ajar mata pelajaran bahasa Inggris berbasis kontekstual untuk kelas XI semester I jurusan otomotif SMK Muhammadiyah dapat disimpulkan bahwa pengembangan bahan ajar mata pelajaran bahasa Inggris, menggunakan model pengembangan Tessmer, yang diawali tahap *preliminary* dan dilanjutkan pada tahap *formative evaluation*, berupa penentuan tempat dan subjek penelitian yang diikuti oleh analisis kebutuhan pengembangan yang berangkat dari adanya masalah yang dialami yaitu siswa belum mampu berkomunikasi menggunakan bahasa Inggris dengan tepat. Sementara analisis kompetensi yang dibutuhkan adalah meliputi semua aspek (kognitif, afektif, dan psikomotorik). Analisis keluaran produk pengembangan menghasilkan desain produk awal berupa buku ajar bahasa Inggris untuk pegangan guru dan siswa dengan materi yang setara level *Elementary* yaitu mencatat pesan sederhana baik dalam interaksi langsung maupun menggunakan alat dan mendeskripsikan tugas

pekerjaan dan latar belakang pendidikan yang dimiliki secara lisan dan tulisan.

Untuk mengetahui efektifitas desain produk awal berupa buku pegangan guru dan buku pegangan siswa mata pelajaran Bahasa Inggris untuk kelas XI SMK semester I, maka dilakukan validasi produk dan uji coba produk. Validasi produk terdiri dari ahli desain, ahli materi dan ahli bahasa, yang hasilnya desain produk awal valid dan bisa untuk diujicobakan. Uji coba perorangan dilakukan dengan mewawancarai 2 orang guru dan 3 orang siswa. Uji coba kelompok kecil dilakukan dengan memberikan angket tertutup kepada 10 orang, yang hasilnya diperoleh nilai rata-rata 91,44 % yang berarti produk sangat layak. Uji coba lapangan dilakukan dengan melaksanakan proses pembelajaran sebanyak 10 kali pertemuan, yang diawali dengan pre-test, dan diakhiri dengan post test. Berdasarkan tes hasil belajar siswa, diperoleh rata-rata nilai siswa 79,4 yang dikualifikasikan bahwa bahan ajar sudah cukup layak. Selain itu, berdasarkan uji eksperimen, diketahui bahwa nilai O2 (setelah diajar dengan

produk baru) yaitu 79,4 lebih besar dari nilai 01 (sebelum diajar dengan produk baru) yaitu 63,4, maka buku ajar mata pelajaran Bahasa Inggris berbasis kontekstual untuk kelas XI semester I SMK Muhammadiyah tersebut efektif.

Setelah melalui tahap validasi dan uji coba, yang dilakukan revisi pada setiap tahapnya, maka

desain produk bahan ajar berupa buku ajar mata pelajaran Bahasa Inggris untuk kelas XI semester I SMK Muhammadiyah, dapat dimanfaatkan dan digunakan dalam proses pembelajaran. Karena pengembangan bahan ajar tersebut telah sesuai dengan kebutuhan, mampu meningkatkan kompetensi siswa, efektif, dan menarik.

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USING RICH PICTURES IN IMPROVING STUDENTS' SPEAKING ABILITY

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Abstract

This is an action research which was aimed to find the effect of using rich pictures toward students' speaking ability on sharing understanding of a situation. The population of this research was all of the students in the first semester of Islamic Business Management in UIN Imam Bonjol Padang. Two classes have chosen randomly as the sample by using cluster sampling technique. The total students involved were 35 students. The researcher conducted it in two cycles; each cycle consisted of four meetings. Each cycle involved planning, acting, observing and reflecting. The data were taken through direct observation. Observation checklist and field notes were used to collect qualitative data. Pre-test and post-tests were conducted to see the improvements in speaking. The data were analyzed by using four steps. They were data collection, data reduction, data display, drawing conclusion. The findings showed that rich pictures gave a positive effect on students' speaking ability on sharing understanding of a situation and reformulation technique could better improve students' grammar in speaking at the first semester of Islamic Business Management in UIN Imam Bonjol Padang.

Keywords: Rich Pictures, Speaking Skill, Mind-Map, Fluency.

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MENGGUNAKAN RICH PICTURE DALAM MENINGKATKAN KEMAMPUAN BERBICARA SISWA

Abstrak

Ini merupakan penelitian tindakan kelas yang bertujuan untuk menemukan efek penggunaan Rich Pictures terhadap kemampuan berbicara siswa dalam berbagi pemahaman tentang suatu situasi. Populasi penelitian ini adalah semua siswa pada semester pertama Manajemen Bisnis Islam di UIN Imam Bonjol Padang. Dua kelas telah dipilih secara acak sebagai sampel dengan menggunakan teknik cluster sampling. Total siswa yang terlibat adalah 35 siswa. Peneliti melakukannya dalam dua siklus; setiap siklus terdiri dari empat pertemuan. Setiap siklus melibatkan perencanaan, tindakan, pengamatan, dan refleksi. Data diambil melalui observasi langsung. Daftar catatan observasi dan catatan lapangan digunakan untuk mengumpulkan data kualitatif. Pra-tes dan post-tes dilakukan untuk melihat peningkatan dalam berbicara. Data dianalisis dengan menggunakan empat langkah. Diantaranya pengumpulan data, reduksi data, tampilan data, penarikan kesimpulan. Temuan menunjukkan bahwa Rich Pictures memberikan efek positif pada kemampuan berbicara siswa dalam berbagi pemahaman tentang situasi dan teknik reformulasi dapat lebih meningkatkan tata bahasa siswa dalam berbicara di semester pertama Manajemen Bisnis Islam di UIN Imam Bonjol Padang.

Keywords: Kompetensi kolokasi, kolokasi leksikal, pembelajaran kosakata

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I INTRODUCTION

Speaking tends to be avoided by most of students because they thought it was the most difficult skill to be mastered in English. Nevertheless, the students' language competence is often evaluated in the term of speaking ability rather than other skills. In fact, achieving this ability is not easy either for the students as well as the teacher. Starting speak up in English become something difficult thing for students because of their less confidence. They should be able to express their ideas and thought as well as knowing about the grammatical rules of the language itself.

Speaking skill is the beginning section of a skill in language production that must be acquired by individual. Wilkin stated every individual learns to speak before he learnt to write (Wilkins, 1978). Speaking is natural ability or man biological nature. Individual can acquire the speaking skill by listening or interacting with his environment even though no body taught him. It is different from writing skill as another language production that will be difficult to learn without being taught. So, the importance one to improve speaking skill should be prepared the real situation as environment that would be supported the language learners involve in the situation.

Moreover, Barnet describes that the purpose of teaching speaking is to increase the number of opportunities for language students to speak (Barnet, 1968). Hughes writes that the objective of teaching spoken language is the development of the ability to interact successfully in the language. The teaching of spoken language involves comprehension and production (Hughes, 1989).

Based on those facts, to achieve the purpose of teaching speaking, the teacher should create condition where the students have chances to orally communicate anything in the language they are learning. The teacher should also allow the students practice natural speaking, not a guided of a controlled one. In addition, fluency and accuracy are two things which every teacher expects the students to have. One way to see the results of the students' ability in speaking is through oral test. Even though the students almost complete all basic levels, they haven't shown their real speaking ability yet, especially

in the productions of sentences and in producing correct grammar.

There are some problems found in speaking English at the first semester of Islamic Business Management students of UIN Imam Bonjol Padang. The problems may come from internal and external factors. Based on pre-liminary observation, there are some problems that can be identified. They are; students have low motivation in speaking, students are afraid of making mistakes when they are speaking, many students have few friends who are brave to speak English, many students have limited words in speaking, and etc.

The problems above have forced the researcher to find out the best solution to be applied. She decided to conduct an action research in improving students' speaking ability by using rich pictures. The use of pictures may also create an interesting situation in the classroom.

There is no doubt that using rich pictures will help students express their ideas or thoughts. This is supported by Izmi. He states that rich pictures help the students practice their ability in expressing their ideas as well as in organizing ideas when asked to describe them (Izmi, 2007). Pham stated some of the advantages of rich pictures include:

1. Provides a concise overview of complex systems
2. Consideration for the 'human / non-IT' factor
3. Not restricted by notation
4. Excellent visual communication artifact
5. Efficient and simple process from rough to final
6. Creation process helps to improve understanding
7. Use of symbols and metaphors assist in developing a shared understanding (Pham, 2014)

Moreover, Berg & Pooley said that pictures can illustrate ideas, abstract symbolism, meaning and interpretation about its content and make the content more complex and more interesting (Tessa Berg & Pooley, 2012). Reformulation-type technique is a technique in helping learners to correct their errors when producing the sentences. Brown stated the same opinion, He

said that reformulation is consisted with fluency to accuracy, or task-based, model of instruction that encourages learners to make the best use of language they have (Brown, 2004). Furthermore, he adds that the teacher will present them with a model performance to be compared with their flawed performance and it is left to them to note and learn from the comparison. The combination of these two things is considered able to solve the students' problems above.

There are couple of studies that have been done. The earliest studies were done by two researchers namely T.Berg and R. Pooley in 2012 and 2013. They did two studies in a row related to Rich Pictures. The first study entitled "Rich Pictures: A valuable means to explore complex IS issues" (Tessa Berg & Pooley, 2012). The study focused on the value and interpretive risks when using iconography for system understanding using the rich picture tool. The findings suggested that a visual language of pictures offers a way of global communication that far exceeds the limitations of text and speech. At the end of the paper, the researcher suggested a natural intrinsic grammar belongs to the rich picture in terms of

relationships, shape, connectors, context and sub-boundaries.

Finally, the researcher could summarize that the purpose of teaching speaking is to let the students have as many opportunities as possible to speak naturally. Successful teaching speaking that is signed by the proof that the students can communicate in a good speaking skill. In this study, the researcher has chosen the use of rich pictures in stimulating the students' mind mapping and speaking skill on describing a specific situation.

Their next project in the same year was "Rich Pictures: Collaborative Communication through Icons" (T. Berg & Pooley, 2013). This study was aiming at highlighting the constraints to gaining a full and clear understanding of the problem situation when only asking a specific domain group. The findings shown that the students need no words or dialogue because they represent a method of thinking that can be best elicited and most powerfully presented by using a visual representation. Just by analyzing the icons and their relationships it is possible to make powerful deductions.

II RESEARCH METHODS

This is an action research. definition of action research has also been proposed by Mills who defined that action research is a systematic inquiry conducted by the teacher researchers, principal, school counselor, or other stakeholders in the teaching learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well the students' learn (Mills, 2000). So, the information was collected with the aims to give developing reflective practice, effecting positive changes in the school environment and on educational practices in general and improving students' outcomes.

The subjects for the study were selected randomly, according to their English results there is no obvious difference among the selected groups, we may take it for granted that the subjects roughly the same English proficiency. In this study, the instrument used to elicit and collect information was in the form of test. The

use of language tests as tools to measure the EFL learners' literacy has been well justified in the literature. In the current study, the subjects under a new teach that was situational pictures. Their test results were collected and analyzed to see whether the situational pictures have positive effect on their English learning. During the four-month experimental process, 35 subjects were taught English full use of well-made rich pictures which involves a combination of diagrams, symbols, cartoons and words. Each media element has its own particular advantage in conveying particular kinds of messages and evoking particular kinds of learner responses.

The data in this research was prepared in quantitative study. The steps were done in preparing the statistical analysis. The data collection took place during September to November 2018.

In the small scale of investigation, the rich pictures refer to a collection of branches of

students' idea in preparing their speaking on describing a situation or opinion. In the first two meetings, the students were asked to see the examples of rich pictures and tried to analyze them individually. After that, they were taught on how the way to develop their ideas into schema or branches. They were divided into groups and were given different topic to be discussed. They were shared each other about the best term to use in developing the topic into a short description. The peer correction and editing was also incorporated in those processes to improve the quality of the rich pictures. The suggestions which were given from their group member were used to revise the rich pictures in making the final drafting.

In the following meetings, the students had to create their own rich pictures based on several choices topics related to English learning. Such as; *The Importance of Studying English, The Importance of Health, and Learning English Effectively*. When they were ready, they were asked to come to the front of the classroom and started to describe the topic of a specific situation

by using their own rich pictures. The other students are given chances to ask or criticize their friends' performances. All of the performances were evaluated by the lecturer through individual feedback.

To support the data, the interview administered to 8 students who were chosen randomly. They had to answer several questions and the responses should be in oral form. The questions investigate the students' opinions and reflections on the use of rich pictures in describing a specific situation orally. The progress of the students in speaking was also been examining as the supporting information during the courses. The researcher adopted the oral proficiency scoring categories proposed by Brown in assessing the students' speaking skill (Brown, 2004).

A qualitative analysis was administered by identifying and classifying students' opinions and reflections expressed in the students' responses especially those associated with the use of the rich pictures in the course.

III RESULTS AND DISCUSSIONS

Cycle 1

In planning phase, lesson plan or action scenario, rich pictures and research instruments (speaking test, observation sheet and field notes) were prepared. Before conducting the research, the lesson plans were designed as a guide for doing the action. Rich pictures and the questions for every picture were prepared based on the needs of the lesson plan. Then, pictures for pre-test and post-test together with the guiding questions, observation sheets were also prepared to be used.

Before starting the research, pre-test was given in order to capture the student's ability to communicate for both basic communicative and academic purposes. The type of speaking test used was information transfer: questions on a single picture (Brown, 2004). In this cycle, lesson one, two and three were taught and rich pictures were used in every stage of the lesson. Every time the students responded to the teacher's questions, reformulation technique took place, student's errors were corrected. The

activities, including describing about the pictures, were done classically, in pairs and individually.

The implementations of rich pictures and reformulation technique were observed by completing the observation sheets for the students as well as the teacher. The whole process of learning was also observed. What was happening in details was written in field notes. In reflecting phase, problems were found. Some students were still ashamed to express their ideas but their motivation to talk was good. They were pleased their errors were corrected although sometimes they were doubtful about the corrections. Many of them asked certain English words related to the pictures they described. Due to the problems found, there was a need to revise the plan. The students who were still quiet and ashamed were given rewards, attentions and more chances to talk, while for vocabulary problem, they were prepared enough vocabularies related to the pictures they would

describe by giving them communicative vocabulary activities.

In the small scale of investigation, the rich pictures refer to a collection of branches of students' idea in preparing their speaking on describing a situation or opinion. In the first two meetings, the students were asked to see the examples of rich pictures and tried to analyze them individually. After that, they were taught on how the way to develop their ideas into schema or branches. They were divided into groups and were given different topic to be discussed. They were shared each other about the best term to use in developing the topic into a short description. The peer correction and editing was also incorporated in those processes to improve the quality of the rich pictures. The suggestions which were given from their group member were used to revise the rich pictures in making the final drafting.

By the time the student gave responses of the pictures, reformulation technique took place. It meant that the teacher helped the student correct his or her mistakes. In observing phase, the team (the researcher and the collaborator) observed the implementations of using situational pictures and reformulation technique. In reflecting, the team found the problems faced in cycle 1 and made a revised plan for the following cycle.

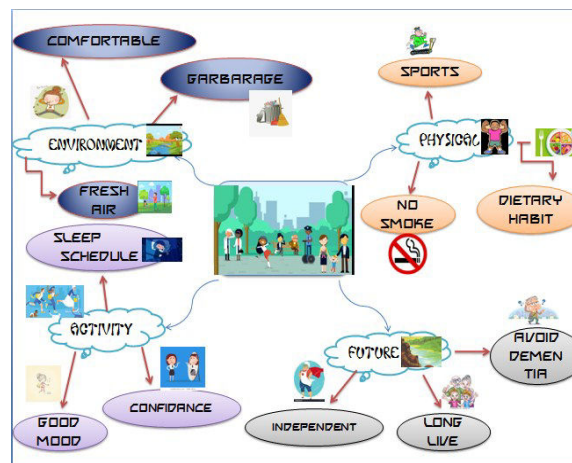
Cycle 2

The action scenario in cycle 2 was similar to the ones in cycle 1 but there were some different emphasis due to revised plan. In doing this cycle, the researcher was helped by another lecturer who teaches at the same level was acted as a collaborator. She got involved in observing the conduction of the research. Not only observing, the collaborator also got involved in discussing about the developments of each cycle and making conclusion about the results of the research.

In the following meetings, the students had to create their own rich pictures based on several choices topics related to English learning. When they were ready, they were asked to come to the front of the classroom and started to describe the topic of a specific situation by using their own rich pictures. The other students are given chances to ask or criticize their friend performances. All of the performances were evaluated by the lecturer through individual feedback.

To support the data, the interview administered to 8 students who were chosen randomly. They had to answer several questions

and the responses should be in oral form. The questions investigate the students' opinions and reflections on the use of rich pictures in describing a specific situation orally. The progress of the students in speaking was also been examining as the supporting information during the courses.



Sample rich pictures

Related to the use of rich pictures to help students express their ideas and the application of reformulation technique to help them correct their mistakes, the speaking test was carried out. The pre-test and post-test were done after each cycle. Besides speaking test, observation sheet and field notes were also used to get the data or information of what was going on in the classroom in details.

Qualitative data were analyzed by following five steps- data collection, data reduction, data display, drawing conclusion and verification (Mills, 2000). The data were categorized into groups. After that, the researcher selected, decided, focused, simplified and changed the raw data to the field notes. Next, the qualified data were displayed. Before making conclusion, the data needed to be verified. Finally, the research report was written.

The study found that rich pictures present multiple positive effects for students' learning as well. The students have more time to prepare, to read, to edit, to revise and to design an interesting rich picture. It also allows them chances for making corrections and improvement. It makes them more disciplined and feel more confident without being worried to fail. In particular, the rich pictures are perceived to well stimulate and improve the students' mind mapping and speaking skills. They enjoy preparing and creating the rich pictures projects. Most of them assumed that through rich pictures,

they have already had a general idea in their mind before creating rich pictures. The speaking become structured and in context. The rich pictures also forced students to express their personalities and creativities in designing the diagram and presented the suitable pictures. In short, rich pictures serve as an effective media in developing idea as well as identify the issue they wish to address.

The increase of the mean score of the students speaking test based on the five-speaking indicators was so different and significant in the second post-test.

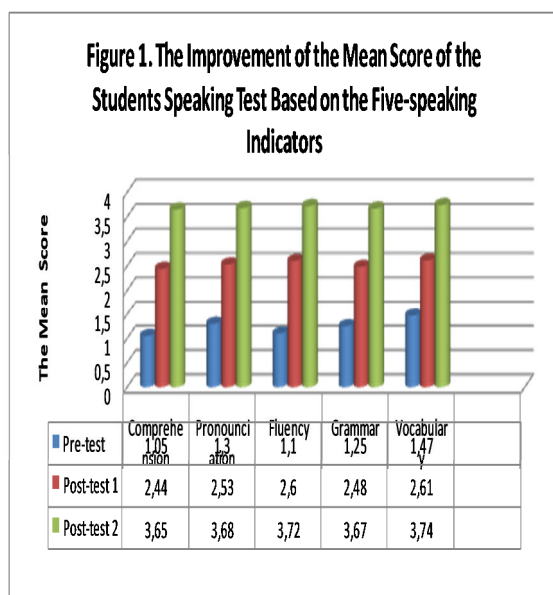


Figure 1. The Improvement of the Mean Score of the Students Speaking Test Based on the Five-speaking Indicators

The first figure above described that in the first indicator, the comprehension in speaking test, the chart showed that there was better improvement from pre-test until post-test 2. The Mean of comprehension in pre-test was 1.05 and then the Mean of comprehension in post-test 2 got 3.65, this Mean better improved in post-test 2 which was 2.6. In the second indicator, the pronunciation, the chart showed that the Mean of pronunciation in pre-test was only 1.3, and then the Mean of pronunciation got a big improvement in post-test 2 which was 3.68, after that, this Mean better improved in post-test 2 which was 2.38. The fluency as the third indicator showed its Mean in pre-test got 1.1, while in post-test 2, the Mean of fluency reached 3.72, then in post-test 2, the Mean of fluency better improved which was 2.62.

In the fourth indicator, the grammatical accuracy, the Mean in pre-test reached only 1.25, however, the Mean of grammar seemed

improved little bit in post-test 2 which got 3.67, the Mean of grammar also better improved which got 2.42. In the last indicator, the focus of amount of vocabulary, the chart showed that the Mean of vocabulary in pre-test was only 1.47, and then the Mean of vocabulary got much improvement in post-test 2 which was 3.74, after that, this Mean better improved in post-test 2 which was 2.27.

Based on the description above, the improvement of Students' Mean from cycle 1 until cycle 2 could be compared in the following chart. The chart shows the comparison of the Mean of the two cycles.

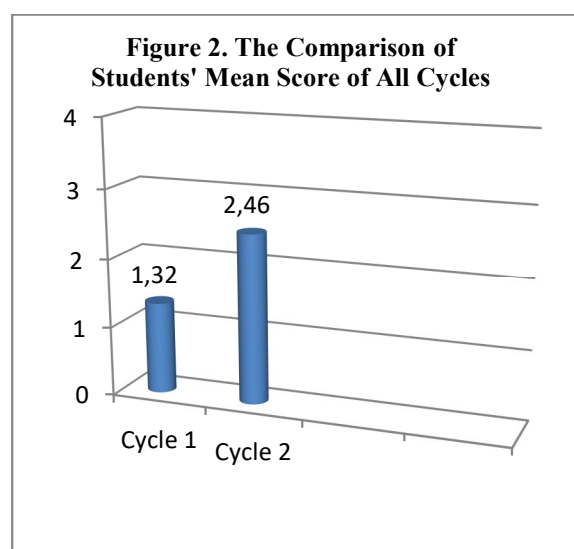


Figure 2. The Comparison of Students' Mean Score of All Cycles

The chart above illustrated that the improvement of students' speaking skill occurred from the cycle 1 until cycle 2. The average score of cycle 1 was very low, 1.32. Then, it gradually improved in cycle 2 which became 2.46 with the increasing point was 1.14 points. The data in findings revealed above, the first question of the research was answered. It can be said that each indicator such as; grammar, vocabulary, comprehension, fluency, and pronunciation had better improved in each cycle of this research. According to the findings, it was clear that one of the indicators from oral proficiency scoring which is fluency got higher result in every cycle. Although this category is optional, the students seemed enthusiasm to use the language fluently on all topics normally pertinent to professional needs. This past might be easier for them because of they were given the freedom to express their feeling or attitudes toward series information and pictures available in the rich pictures the made. Even though the materials were interesting enough but the application of the reformulation

technique was not so effective since the grammar focus was quite difficult. The students learnt to use passive sentences and S-Verb agreements. In addition, it was quite difficult for the students to talk about movie posters since the pictures were not so real to their life and not many of them watched the movies. The vocabularies used in the materials were also not quite familiar to them.

Although rich pictures are a great way on sharing a situation in speaking, it was not work for everyone. Having shown plenty of positive responses on the use of rich pictures, here are a

few of negative response for rich pictures, they are;

- a. Some students have a difficult experience in designing the diagrams
- b. Some students have found rich pictures to be confusing.
- c. Some students experienced a steeper learning curve.
- d. Some students had difficulties in following the map plot.

Some students with no painting skills had difficulties to draw the pictures.

IV CONCLUSION

On findings and discussion, the following conclusions can be drawn. First, the implementation of using rich pictures and reformulation technique has been successful to help students express their ideas and improve students' grammar in speaking. This could be seen from the improvements of the students' speaking test which involves five indicators of speaking, data of observation checklist and field notes. Second, it can make students become more responsive, motivated, participative and interactive. Besides, students' curiosity to know more gets better and they get better involved in collaborative learning. And the last, it also motivates students become more autonomous,

confident, receptive, active and brave to talk. Rich pictures also have some negative points; nevertheless, the negative points are considered to be a common part of the learning process in speaking classes.

According to the result of the interview feedback, most students thought the activity was particularly difficult. Nevertheless, they found it interesting and demanding, and also meaningful and helpful in developing their language skills. They also commented that they learned more speaking skills. Nevertheless further research is needed in order to maximize the use of rich pictures in other skills of English.

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IMPLEMENTATION OF POLICY PRESIDENTIAL REGULATION NUMBER 22 OF YEARS 2009 IN EMPOWERING COMMUNITIES TO IMPLEMENT THE PERFORM HOME AREA OF FOOD

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Abstract

Perpres's policy implementation Number 22 Years 2009 Deep Empower Societies to Perform Home Area Programs angan Abidinging to constitute one of efforts to give knowledges and sciences to Wanita Tani Arai's Pinang agglomerate members that Abiding Areca more reduce dependency to rice commodity. Yard commodity pickings as commodity umbian as cassava. Parsnip creeps, corn, sukun's banana and commodity can be made as flour that can at o as victuals interesting and nutritive at a swoop gets to be utilized for wheat substitution that on eventually dependable society to import commodity as wheat gets to be reduced.

Keywords: Society, Home, Community

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IMPLEMENTASI KEBIJAKAN PERPRES NOMOR 22 TAHUN 2009 DALAM MEMBERDAYAKAN MASYARAKAT UNTUK MELAKSANAKAN PROGRAM KAWASAN RUMAH PANGAN LESTARI

Abstrak

Implementasi kebijakan Perpres Nomor 22 Tahun 2009 Masyarakat Pemberdayaan Dalam untuk Melakukan Program Area Rumah angan Bertahan merupakan salah satu upaya untuk memberikan pengetahuan dan ilmu pengetahuan kepada anggota aglomerat Pinang Wanita Tani Arai bahwa Abiding Areca lebih mengurangi ketergantungan pada komoditas beras. Pekarangan komoditas sebagai komoditas umbian seperti singkong. Parsnip creeps, jagung, pisang sukun dan komoditas dapat dibuat sebagai tepung yang pada umumnya menarik dan bergizi sekaligus dapat digunakan untuk substitusi gandum yang pada akhirnya masyarakat yang dapat diandalkan untuk mengimpor komoditas karena gandum dapat dikurangi.

Keywords: Masyarakat, Rumah, Komunitas

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I INTRODUCTION

Pembukaan Undang-undang Dasar Negara Republik Indonesia 1945 menjelaskan bahwa meningkatkan kesejahteraan masyarakat dan mencerdaskan kehidupan bangsa merupakan hal yang sangat penting dalam melaksanakan pembangunan saat ini. Keberhasilan pembangunan nasional suatu bangsa ditentukan oleh keberhasilan sumberdaya manusia (SDM) yang berkualitas, yaitu memiliki fisik yang tangguh, mental yang kuat, kesehatan yang prima, serta otak yang cerdas. Hal ini sangat ditentukan oleh asupan gizi yang baik dalam hal kualitas maupun kuantitas. Salah satu upaya yang dapat dilakukan adalah melaksanakan penganekaragaman pangan menuju konsumsi pangan yang aman, beragam, bergizi seimbang. Penganekaragaman pangan akan mempunyai nilai manfaat yang besar apabila mampu menggali, mengembangkan dan mengoptimalkan pemanfaatan sumber pangan lokal.

Pangan adalah kebutuhan yang paling esensial untuk menjalani kehidupan ini. Kelangkaan BBM di tingkat dunia telah memicu terjadinya krisis pangan global dikarenakan

penggunaan hasil pangan untuk membuat energi nabati yang dampaknya adalah penurunan ketersediaan pangan sehingga berpotensi menambah jutaan masyarakat rawan pangan. Kondisi ini merupakan suatu ancaman bagi kelanjutan hidup jutaan manusia di dunia terutama yang mempunyai keterbatasan akses terhadap pangan sehingga hal ini perlu diantisipasi dengan seksama. Dimasa mendatang, upaya pemenuhan pangan akan menghadapi tantangan yang semakin berat. Isu dampak perubahan iklim yang akhir-akhir ini menjadi pembicaraan dan perhatian dunia internasional membuktikan bahwa iklim sangat berpengaruh besar terhadap keberlanjutan kehidupan manusia. Di sisi lain yang tidak kalah pentingnya adalah pertumbuhan penduduk selalu diiringi oleh meningkatnya kebutuhan hidup, sementara ketersediaan lahan dan air tidak berkembang, fenomena ini menyebabkan tekanan terhadap kedua sumberdaya ini semakin berat.

II RESEARCH METHODS

Penelitian ini dilakukan dengan menggunakan jenis penelitian diskriptif kualitatif, yaitu penelitian yang menggambarkan dan menganalisa untuk memecahkan masalah yang ada. (Sudjana, 2001:193)

Lokasi Penelitian

Penelitian ini dilaksanakan di Kelompok Wanita Arai Pinang Lestari Desa Talawi Hilir Kecamatan Talawi Kota Sawahlunto.

Tabel. 1
Daftar Informan Penelitian

No	Informan	Jumlah
1.	Ketua Kelompok Wanita Arai Pinang Lestari	1 Orang
2.	Sekretaris Kelompok	1 Orang
3.	Bendahara Kelompok	1 Orang
4.	Anggota Kelompok	3 Orang
5.	Kepala Badan Ketahanan Pangan Sumbar	1 Orang
6.	Kepala Bidang Penganekaragaman Konsumsi	1 Orang

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	Pangan Badan Ketahanan Pangan Sumbar	
7.	Kabid Ketahanan Pangan Kota Sawahlunto	1 Orang
8.	Kepala Desa Talawi Hilir Kecamatan Talawi	1 Orang
Jumlah Keseluruhan		10 Orang

III RESEARCH FINDING

Implementasi Kebijakan Perpres Nomor 22 Tahun 2009 Dalam Memberdayakan Masyarakat Untuk Melaksanakan Program Kawasan Rumah Pangan Lestari.

Implementasi Kebijakan Perpres Nomor 22 Tahun 2009 dalam memberdayakan masyarakat untuk melaksanakan Program Kawasan Rumah Pangan Lestari dilaksanakan dalam bentuk optimalisasi pemanfaatan pekarangan yang dilaksanakan oleh seluruh anggota kelompok wanita tani arai pinang lestari di Desa Talawi Hilir Kecamatan Talawi Kota Sawahlunto. Upaya optimalisasi pemanfaatan pekarangan dilakukan oleh setiap anggota kelompok dengan cara menanam tanaman komoditi pangan berupa tanaman sayur-sayuran, buah-buahan, umbi-umbian bahkan usaha ternak. Pengembangan komoditi usaha pekarangan anggota kelompok juga beranekaragam dengan berbagai jenis komoditi dengan mengoptimalkan lahan pekarangannya seperti :

1. Sumber karbohidrat berupa ubi kayu, ubi jalar, jagung dan talas
2. Sumber Sayuran berupa bayam, kangkung, kacang panjang, buncis, cabe merah, cabe rawit, pitulo, gambas, terung hijau dan terung ungu.
3. Sumber buah-buahan berupa rambutan, pisang, manga, sawo, sirsak, papaya dan naga.
4. Sumber tanaman toga berupa kunyit, jahe, laos, sitawa, sindingin, sikumpai, sirih merah, sirih hijau dll.
5. Sumber peternakan berupa ayam dan itik
6. Sumber perikanan berupa ikan patin, lele, mas rayo, nila dan gurame

Kegiatan optimalisasi pemanfaatan pekarangan dengan berbagai jenis macam tanaman yang diusahakan oleh masing-masing anggota Kelompok Wanita Arai Pinang Lestari sangat bermanfaat sekali bagi anggota. Selama ini anggota kelompok selalu membeli sayur-sayuran di pasar untuk kebutuhan anggota keluarganya, sekarang tidak lagi ke pasar mencari sayur melainkan sudah dapat dipetik langsung pangan-pangan segar di halaman rumah anggota masing-masing sebagai sajian dalam menu keluarga setiap hari yang dapat langsung mereka konsumsi, bahkan beberapa anggota juga telah dapat menjual sayur-sayuran hasil pekarangannya ke pasar yang dapat dijadikan sebagai penambah ekonomi keluarga atau sumber pendapatan keluarga. sangatlah jelas bahwa masyarakat desa talawi hilir mengalami banyak kemajuan dan perubahan pola konsumsi kearah yang lebih baik dalam rangka perbaikan pola konsumsi anggota keluarga mereka. Karena hasil dari pekarangan mereka yang akan dikonsumsi oleh anggota keluarga berupa pangan-pangan segar yang bebas dari segala macam pestisida dan bahan-bahan kimia lainnya yang dapat merusak kesehatan anggota keluarga mereka nantinya. Jadi jelaslah Program Kawasan Rumah Pangan Lestari ini sangat berdampak positif sekali bagi kemajuan dan perkembangan Desa Talawi Hilir. Salah satunya adalah berkurangnya jumlah rumah tangga miskin yang ada di Desa Talawi Hilir Kecamatan Talawi Kota Sawahlunto. Hal ini dapat dilihat dari Data BPS Tahun 2013 sebagai berikut :

Tabel 1

No.	Nama Kelurahan	Jumlah Penduduk	Jumlah KK	Jumlah Gakin	Jumlah Gakin (%)
1.	Sikalang	1.410	513	27	5,65
2.	Rantih	594	173	6	3,46
3.	Salak	1.335	361	19	5,81
4.	Sijantang Koto	1.261	332	17	5,12
5.	Talawi Hilir	4.050	1.091	32	3,94
6.	Talawi Mudik	2.732	856	22	3,73
7.	Bukit Gadang	1.267	386	18	4,66
8.	Batu Tanjung	1.902	551	26	5,08
9.	Kumbayau	1.546	475	25	6,73
10.	Datar Mansiang	164	47	15	31,91
11.	Tumpuk Tengah	1.882	612	26	4,73

Dari tabel diatas dapat terlihat kemajuan Desa Talawi Hilir yakni dari jumlah penduduk yang paling banyak yaitu berjumlah 4.050 jiwa, jumlah KK 1.091 memiliki keluarga miskin sebanyak 32 KK dengan persentase sebesar 3,94%. Jadi dalam melaksanakan suatu kebijakan, peranan pemerintah dan tokoh masyarakat sebagai elit di suatu wilayah atau nagari sangatlah penting untuk menentukan keberhasilan sebuah program yang telah dikeluarkan pemerintah, agar anggota-anggota kelompok yang melaksanakan program dimaksud lebih bersemangat dan berpartisipasi aktif sehingga program yang dilaksanakan lebih berkembang dan berjalan dengan baik sesuai dengan harapan organisasi. Sehingga jelaslah peranan elit dan pemerintah sangat menentukan untuk keberhasilan suatu program disuatu wilayah. Selain itu model implementasi kebijakan dipengaruhi oleh beberapa variabel yang saling berkaitan. Variabel-variabel tersebut apabila dikaitkan dengan Implementasi Perpres Nomor 22 Tahun 2009 Dalam Memberdayakan Masyarakat untuk melaksanakan Program Kawasan Rumah Pangan Lestari adalah sebagai berikut :

- a. Standar, sasaran dan tujuan kebijakan yaitu adanya organisasi kelompok wanita tani arai pinang lestari yang melaksanakan program Kawasan Rumah Pangan Lestari dengan sasaran dan tujuan dapat memanfaatkan potensi sumberdaya lokal melalui optimalisasi pemanfaatan pekarangan.
- b. Sumber daya yaitu melalui Dinas Instansi terkait dalam bentuk penyaluran dana bansos ke rekening anggota kelompok sekaligus

memberikan sosialisasi dan penyuluhan terhadap pelaksanaan program yang diberikan.

- c. Karakteristik organisasi pelaksana yaitu anggota kelompok wanita tani arai pinang lestari menerima untuk melaksanakan program yang diberikan.
- d. Sikap para pelaksana yaitu setiap anggota melaksanakan program melalui pemanfaatan lahan pekarangannya dengan menanam berbagai jenis komoditi pangan yang dapat dikonsumsi anggota keluarga.
- e. Komunikasi antar organisasi terkait dan kegiatan-kegiatan pelaksanaan yaitu adanya penyuluhan-penyuluhan dari PPL dan Dinas Instansi terkait kepada pengurus dan anggota kelompok dalam melaksanakan program agar program yang diberikan berhasil dengan baik.
- f. Lingkungan sosial, ekonomi dan politik yaitu lingkungan sosial masyarakat desa Talawi Hilir sangat mendukung terhadap pelaksanaan program ini karena daerahnya yang subur ditambah dengan mata pencaharian masyarakat Desa Talawi Hilir yang pada umumnya bergerak pada sektor pertanian sehingga dengan adanya program ini sangat mendukung sekali untuk kemajuan masyarakatnya.

Berkembangnya pelaksanaan Program Kawasan Rumah Pangan Lestari di Kelompok Wanita Tani Arai Pinang Lestari di Desa Talawi Hilir karena adanya pengembangan kemitraan kelompok yang tumbuh dan berkembang secara sinergis yang didukung oleh hal-hal sebagai berikut :

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- a. Suasana keterbukaan, kekeluargaan, kebersamaan anggota kelompok
- b. Kerjasama dan adanya hubungan yang harmonis dengan pemerintah desa sehingga mendapat dukungan dalam setiap kegiatan kelompok
- c. Kerjasama dan hubungan erat dengan penyuluh pertanian, UPTD BPP dan Dinas Pertanian dan Kehutanan Kota Sawahlunto sehingga Program yang direncanakan dapat dilaksanakan dengan baik.
- d. Kerjasama dengan perangkat desa Talawi Hilir, PKK Kecamatan Talawi terhadap pemberdayaan perempuan dalam keluarga dan peran serta KWT Arai Pinang dalam menghadapi berbagai perlombaan Tingkat Desa Talawi Hilir, Tingkat Kecamatan, Tingkat Kota maupun Tingkat Provinsi sehingga kontribusi nyata kelompok Wanita Tani Arai Pinang mendukung PKK KB KES Desa Talawi Hilir memperoleh juara 1 kategori pelaksanaan Kegiatan Lingkungan Bersih dan Sehat Tingkat Provinsi.
- e. Kelompok Wanita Tani Arai Pinang Lestari membuka ruang bagi pihak-pihak yang ingin belajar, studi banding ke kelompok Arai Pinang sebagai bentuk kontribusi kelompok dalam pengembangan pangan dan pemanfaatan pekarangan terutama dalam pembangunan Kota Sawahlunto.
- f. Kelompok Arai Pinang mendapat kunjungan dan bimbingan

Dalam rangka Pengembangan Sumber Daya Kelompok Wanita Tani Arai Pinang Lestari dilakukan berbagai hal, antara lain :

1. Pertemuan Kelompok, yang mana pada pertemuan kelompok penyuluh pertanian melakukan pembinaan terhadap kelompok, administrasi kelompok, pembinaan teknis mulai dari perencanaan pelaksanaan, evaluasi, dan monitoring terhadap kelompok.
2. Pertemuan rutin kelompok dalam bentuk gotong royong di bawah bimbingan penyuluh pertanian lapangan dalam pengelolaan kebun bibit dan kebun contoh sehingga dapat memberikan pembelajaran dalam budidaya, pemeliharaan tanaman, panen dan pasca panen.
3. Kunjungan atau anjang sana, yang mana penyuluh pertanian melakukan pembinaan terhadap anggota kelompok secara perorangan, hal ini dilakukan karena setiap anggota memiliki karakteristik yang berbeda dengan permasalahan yang beragam. Pemberian motivasi pelaksanaan, evaluasi dan monitoring keanggotaan secara langsung memberikan dampak yang positif kepada anggota, hal ini memberikan motivasi tersendiri bagi setiap anggota.
4. Demonstrasi, penyuluh pertanian secara proaktif memberikan demonstrasi terhadap berbagai teknologi pertanian yang ditransfer pada setiap kunjungan dan pertemuan yang dilakukan.
5. Kunjungan dan pertemuan yang dilakukan oleh tim penggerak PKK Desa, tim penggerak PKK Kecamatan, dan tim penggerak PKK Kota Sawahlunto yang mana anggota KWT mendapat bimbingan, motivasi dan pelatihan dalam pengolahan pangan local, pemanfaatan limbah, pengolahan sampah kering.
6. Pembinaan administrasi kelompok oleh UPTD-BPP Kecamatan Talawi
7. Pembinaan budidaya tanaman pekarangan oleh Dinas Pertanian dan Kehutanan Kota Sawahlunto sekaligus memberikan bimbingan dan motivasi untuk peningkatan ekonomi keluarga.
8. Melalui rumah pembibitan, anggota kelompok diajarkan tentang pengelolaan pembibitan berbagai jenis tanaman secara langsung oleh penyuluh pertanian, UPTD BPP Kecamatan Talawi dan Dinas Pertanian dan Kehutanan Kota Sawahlunto sehingga anggota mendapat pengetahuan dan keterampilan dalam pengelolaan pembibitan.
9. Melalui kegiatan Kawasan Rumah Pangan Lestari diberikan motivasi dalam pembibitan, pengolahan lahan, budidaya, pemeliharaan tanaman, panen, pasca panen dan pengolahan pangan lokal dalam rangka mengurangi konsumsi beras dan terigu. Hal ini akan memberikan semangat dan motivasi dalam pengelolaan pangan di pekarangan secara optimal.

Jadi jelaslah dengan adanya Program Kawasan Rumah Pangan Lestari ini berdampak baik sekali bagi kehidupan masyarakat terutama bagi Kelompok Wanita Tani Arai Pinang Lestari, yang mana pengetahuan dan wawasan anggota kelompok akan pentingnya gizi makin bertambah, pendapatan perekonomian keluarga juga meningkat.

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Kendala yang dihadapi dalam Implementasi Kebijakan Perpres Nomor 22 Tahun 2009 Dalam Memberdayakan Masyarakat Untuk Melaksanakan Program Kawasan Rumah Pangan Lestari.

Menurut Manurung (2003:38) Program akan diimplementasikan tidak lepas dari berbagai faktor yang turut memberikan pengaruh terhadap program itu sendiri. Kebijakan suatu Program dipengaruhi oleh beberapa faktor baik internal maupun faktor eksternal. Kendala yang dihadapi oleh Kelompok Wanita Tani Arai Pinang Lestari dalam pelaksanaan Program Kawasan Rumah Pangan Lestari antara lain adalah :

1. Faktor Internal adalah mencakup keseluruhan program yang dapat dikendalikan baik oleh pimpinan maupun oleh anggota organisasi yang bersangkutan. Adapun faktor internal yang mempengaruhi perkembangan kelompok untuk melaksanakan Program Kawasan Rumah Pangan Lestari adalah sebagai berikut :
 - a. Kurangnya motivasi anggota dalam mengikuti kegiatan kelompok baik dalam hal pemahaman program, partisipasi dan kreatifitas yang dapat berpengaruh terhadap perkembangan dan kemajuan kelompok.
 - b. Kurangnya pengetahuan dan wawasan anggota kelompok untuk mengolah hasil pekarangan mereka untuk dijadikan sebagai olahan pangan lokal yang dapat dijual ke kantin-kantin sekolah sebagai jajanan anak sekolah.
2. Faktor Eksternal adalah faktor yang mempengaruhi diluar organisasi berupa lingkungan ataupun sosial budaya masyarakat. Faktor eksternal yang mempengaruhi adalah :
 - a. Kondisi cuaca yang ekstrim terkadang turut menurunkan semangat dan partisipasi anggota dalam pengelolaan usaha pemanfaatan pekarangan.
 - b. Masih kurangnya pedagang pengumpul untuk mengambil hasil-hasil pekarangan anggota yang sudah panen untuk dapat dijual.

Upaya Pemerintah Dalam Implementasi Kebijakan Perpres Nomor 22 Tahun 2009 Dalam Memberdayakan Masyarakat Untuk

Melaksanakan Program Kawasan Rumah Pangan Lestari.

Program Kawasan Rumah Pangan Lestari merupakan salah satu kebijakan pemerintah saat ini dalam rangka upaya mengurangi ketergantungan masyarakat terhadap salah satu jenis komoditi pangan pokok yaitu beras agar dapat lebih didiversifikasikan dengan komoditi pangan lainnya seperti umbi-umbian dan lebih banyak mengkonsumsi sayur-sayuran dan buah-buahan. Masyarakat juga diharapkan agar dapat mengurangi ketergantungan terhadap terigu yang jelas-jelas termasuk komoditi impor yang harganya semakin hari semakin meningkat. Upaya-upaya dalam implementasi kebijakan perpres nomor 22 tahun 2009 dalam memberdayakan masyarakat untuk melaksanakan Program Kawasan Rumah Pangan Lestari di Kelompok Wanita Tani Arai Pinang Lestari antara lain adalah :

1. Memberikan penyuluhan-penyuluhan dan sosialisasi dari dinas instansi terkait kepada anggota kelompok tentang pentingnya diversifikasi pangan bagi anggota keluarga.
2. Memberikan pengetahuan dan wawasan kepada anggota kelompok dari Dinas Kesehatan Kota Sawahlunto bagaimana menyajikan menu-menu yang lebih beragam, bergizi, seimbang dan aman yang akan dikonsumsi oleh anggota keluarga.
3. Memberikan pelatihan-pelatihan dari Politeknik Payakumbuh kepada anggota kelompok bagaimana mengolah hasil-hasil pekarangan mereka yang berasal dari komoditi umbi-umbian agar menjadi makanan olahan yang lebih menarik dan bergizi yang dapat disajikan dan dikonsumsi oleh anggota keluarga.
4. Memberikan dorongan semangat dan motivasi kepada anggota kelompok agar mereka lebih giat dan lebih aktif lagi dalam mengolah lahan pekarangannya sehingga menjadi lahan-lahan yang subur dan hijau yang dapat dijadikan sebagai seni keindahan yang ada di lahan pekarangan dan hasilnya pun dapat dijadikan sebagai sumber pangan keluarga yang lebih aman dari pestida dan racun-racun berbahaya yang dapat merusak kesehatan anggota keluarga.
5. Memberikan bimbingan dan saran-saran kepada anggota kelompok agar selalu menjaga kekompakan dan kerjasamanya

sehingga suasana keakraban dan jalinan silaturahmi terjaga dengan baik yang pada akhirnya kehidupan sosial dimasyarakat dapat lebih meningkat.

Memberikan bimbingan dan pelatihan dari penyuluh-penyuluh pertanian bagaimana menata

dan mengolah lahan-lahan pekarangan, baik pada saat musim hujan maupun pada musim kemarau sehingga hasil pekarangan dapat menghasilkan panen yang bagus yang dapat dijadikan sebagai sumber pangan keluarga yang sehat dan bergizi.

IV CONCLUSION

1. Implementasi Kebijakan Perpres Nomor 22 Tahun 2009 Dalam Memberdayakan Masyarakat Untuk Melaksanakan Program Kawasan Rumah Pangan Lestari merupakan salah satu upaya untuk memberikan wawasan dan pengetahuan kepada anggota Kelompok Wanita Tani Arai Pinang Lestari agar lebih mengurangi ketergantungan terhadap komoditi beras.
2. Pengetahuan masyarakat terutama kelompok Wanita Tani Arai Pinang Lestari bahwa perlunya diversifikasi pangan dalam menyajikan menu-menu yang akan dikonsumsi oleh anggota keluarga lebih meningkat sehingga mereka dapat mengkonsumsi makanan yang lebih beragam, bergizi, seimbang dan aman dalam rangka perbaikan kualitas sumber daya manusia bagi generasi dimasa mendatang.
3. Kondisi lahan yang semakin hari semakin terbatas, membuat Kelompok Wanita Tani Arai Pinang Lestari lebih mengoptimalkan lahan-lahan pekarangan mereka agar tidak terlantar begitu saja tetapi menjadi lahan-lahan yang produktif dan potensial yang dapat dijadikan sebagai sumber pangan keluarga bahkan dapat dijadikan sebagai sumber pendapatan keluarga.
4. Hasil-hasil komoditi pekarangan berupa komoditi umbi-umbian seperti ubi kayu. Ubi jalar, jagung, pisang dan komoditi sukun dapat dijadikan sebagai tepung yang dapat diolah menjadi makanan-makanan olahan yang menarik dan bergizi sekaligus dapat

digunakan untuk pengganti terigu yang pada akhirnya ketergantungan masyarakat terhadap komoditi impor seperti terigu dapat dikurangi.

1. Kepada anggota Kelompok Wanita Tani Arai Pinang Lestari diharapkan untuk lebih aktif dan lebih berpartisipasi dalam optimalisasi pemanfaatan pekarangan sehingga upaya diversifikasi pangan dalam rangka Implementasi Kebijakan Perpres Nomor 22 Tahun 2009 untuk melaksanakan Program Kawasan Rumah Pangan Lestari dapat terus berjalan dan bermanfaat bagi kelompok.
2. Laksanakan pertemuan kelompok secara rutin dan teratur agar kekompakan dan kerjasama anggota tetap terjaga dan terpelihara dengan baik dan kehidupan sosial di masyarakat dapat lebih meningkat.
3. Diharapkan terjadinya perubahan perilaku dan kebiasaan pola konsumsi bagi anggota Kelompok Wanita Tani Arai Pinang Lestari yang lebih mengarah kepada konsumsi pangan yang lebih beragam, bergizi, seimbang dan aman yang akan disajikan sebagai menu keluarga menuju pembangunan sumber daya manusia yang lebih berkualitas dimasa yang akan datang.

Kepada anggota kelompok diharapkan agar mengurangi ketergantungan terhadap konsumsi beras dengan mengganti dengan komoditi umbi-umbian dan memperbanyak mengkonsumsi sayur dan buah-buahan sehingga upaya yang diharapkan pemerintah untuk menurunkan konsumsi beras 1,5 % per tahun dapat tercapai.

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**THE ROLE OF BAPEDALDA IN SUPERVISING THE
IMPLEMENTATION OF ENVIRONMENTAL MANAGEMENT AT THE
PUBLIC GAS STATION (SPBU) OF PT. PADANG SEHATI LUBUK
BEGALUNG PADANG**

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Abstract

This research result is known that 1). Bapedalda is Kota Padang as Institution Of technical was going its role with keep company environmental management performing on SPBU PT. Padang Sehati by passes through active and passive observation. 2) happening constraint deep keep company environmental management performings on SPBU PT. Padang Sehati will regard Bapedalda's performance result constraint Kota Padang that most becomes like: Lack for person / clerk that terampil, budget limitation, the number of times commutation happening fires an employee, and often happens delay in pass on UKL'S reporting and UPL. Suggested to Bapedalda Kota Padang to add clerk who will be placed at Supervisory Area and Environment Operation.

Keywords: Role, Observation, Management, Environmentally

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**PERANAN BAPEDALDA DALAM MENGAWASI PELAKSANAAN
PENGELOLAAN LINGKUNGAN PADA STASIUN PENGISIAN
BAHAN BAKAR UMUM (SPBU) PT. PADANG SEHATILUBUK
BEGALUNG PADANG**

Abstrak

Hasil penelitian ini diketahui bahwa 1). Bapedalda adalah sebagai Institusi teknis yang akan menjalankan perannya sebagai penjaga perusahaan pengelola lingkungan di pompa bensin PT. Padang Sehati dengan melewati pengamatan aktif dan pasif. 2) kendala yang terjadi dalam menjaga kinerja manajemen lingkungan perusahaan di pompa bensin PT. Padang Sehati adalah hasil dari kendala kota Padang yang paling menjadi seperti: Kurangnya tenaga kerja dan keterampilan, keterbatasan anggaran, berapa kali terjadinya karyawan, dan sering terjadi keterlambatan pelaporan UKL dan UPL. Disarankan kepada Bapedalda Kota Padang untuk menambah petugas yang akan ditempatkan di Wilayah Pengawasan dan Operasi Lingkungan.

Keywords: Peran, Pengamatan, Manajemen, Lingkungan

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I INTRODUCTION

Permasalahan lingkungan harus menjadi perhatian serius bagi Pemerintah Kota Padang, karena setiap hujan deras turun, maka ada beberapa titik daerah yang menjadi langganan banjir. Beberapa penyebabnya adalah aktifitas pembangunan yang dilakukan telah mengubah kondisi lingkungan hidup ke arah yang tidak lestari, pemanfaatan sumber daya alam yang berlebihan tanpa melihat dampak atau kerusakan yang ditimbulkannya serta paradigma pelaku usaha dan masyarakat dalam pengelolaan lingkungan yang masih konvensional atau pengelolaan yang dilakukan setelah adanya kerusakan atau penurunan kualitas lingkungan hidup yang terjadi tanpa ada upaya pencegahan sebelumnya. Oleh sebab itu sangat dibutuhkan keterlibatan semua pihak baik dari Pemerintah, pelaku usaha dan masyarakat umum dalam upaya penanggulangan pencemaran lingkungan. Adanya kesadaran akan pentingnya menjaga kelestarian lingkungan, merupakan potensi untuk menanggulangi berbagai persoalan pencemaran lingkungan.

Stasiun Pengisian Bahan Bakar Umum (SPBU) PT. Padang Sehati telah beropansi sejak

tahun 2012, sehingga keberadaan SPBU ini sangat memberikan dampak positif terhadap pertumbuhan ekonomi masyarakat, karena banyaknya penyerapan tenaga kerja dan program Corporate Social Responsibility (CSR) terhadap warga disekitar lokasi usaha. Namun disamping memberikan dampak positif juga menimbulkan dampak negatif seperti adanya limbah bahan berbahaya dan beracun (limbah B3) yang bila tidak dikelola dengan baik, akan menyebabkan pencemaran air, tanah dan udara serta kebisingan disekitar lokasi kegiatan usaha sehingga akan mengganggu keseimbangan lingkungan. Dalam pelaksanaan pengawasan lingkungan, banyak hal yang dihadapi oleh Bapedalda Kota Padang, baik yang bersifat intern berupa kurangnya personil dalam mengawasi usaha atau kegiatan serta minimnya anggaran sebagai penunjang kelancaran kegiatan pengawasan. Sedangkan faktor eksternnya yaitu kurangnya tingkat ketaatan penanggung jawab SPBU PT. Padang Sehati dalam melakukan pengelolaan lingkungan.

II RESEARCH METHODS

Metoda penelitian adalah tata cara bagaimana suatu penelitian dilaksanakan. Berdasarkan pada pelaksanaan penelitian, maka metoda penelitian yang akan digunakan adalah penelitian deskriptif analisis kualitatif dan kuantitatif.

Teknik Pemilihan Informan

Teknik pemilihan informan yang digunakan dalam penelitian ini adalah purposive sampling.

Teknik Pengumpulan Data

1. Wawancara, adalah teknik pengumpulan data dengan mengajukan pertanyaan langsung melalui cara tanya jawab yang dilakukan dengan beberapa nara sumber yang terpilih. Untuk nara sumber dari pemerintahan menggunakan interview.
2. Observasi, yaitu pengumpulan data langsung pada obyek yang akan diteliti, melakukan

pengamatan dan pencatatan langsung terhadap gejala atau fenomena yang diteliti.

3. Dokumentasi, yaitu teknik untuk mendapatkan data sekunder, melalui studi pustaka/literatur dilengkapi dengan data statistik, peta, foto dan gambar-gambar yang relevan dengan tujuan penelitian.

Lokasi Penelitian

Penelitian ini dilakukan di Kantor Bapedalda Kota Padang dan SPBU PT. Padang Sehati Lubuk Begalung Padang. Penelitian ini dilakukan karena adanya masalah yang menarik untuk diteliti mengenai peran Bapedalda dalam mengawasi pelaksanaan pengelolaan lingkungan Pada SPBU PT. Padang Sehati Lubuk Begalung Padang.

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III RESEARCH FINDING

Peranan Bapedalda Dalam Pelaksanaan Pengelolaan Lingkungan Pada Stasiun Pengisian Bahan Bakar Umum (SPBU) PT. Padang Sehati Lubuk Begalung Padang

Berdasarkan hasil penelitian di Bapedalda Kota Padang maka dapat diperoleh informasi bahwa dalam pelaksanaan pengelolaan lingkungan di SPBU PT. Sehati Lubuk Begalung, Bapedalda Kota Padang telah melaksanakan perannya sebagai instansi teknis yang bertugas untuk melaksanakan penyusunan dan pelaksanaan kebijakan daerah di bidang pengendalian dan pengawasan dampak lingkungan di wilayah pemerintah Kota Padang. Peran yang dilakukan Bapedalda Kota Padang tersebut adalah sebagai berikut :

1. Memberikan pembinaan teknis terhadap pihak SPBU PT. Padang Sehati melalui pengawasan secara aktif dan pasif terkait permasalahan dalam pelaksanaan pengelolaan lingkungan.
2. Melakukan cros chek terhadap perbaikan yang telah dilaksanakan pihak SPBU, apakah sesuai dengan standar yang ditetapkan dalam peraturan yang berlaku.
3. Melakukan evaluasi terhadap hasil kegiatan yang telah dikerjakan dan memberikan rekomendasi izin operasional.

Pengawasan aktif yang dilakukan Bapedalda Kota Padang adalah dengan

melakukan tinjauan dan pengamatan langsung ke lokasi Stasiun Pengisian Bahan Bakar Umum (SPBU) PT. Padang Sehati setiap 3 bulan untuk mengevaluasi pengelolaan dan pemantauan lingkungan yang dilakukan apakah sudah sesuai pelaksanaan pengelolaan dan pemantauan lingkungan yang terdapat di dalam dokumen izin lingkungannya atau tidak. Sebagai bukti telah berperannya Bapedalda tergambar dari beberapa hasil pelaksanaan pengelolaan lingkungan yang telah dilakukan oleh pihak SPBU PT. Padang Sehati tersebut sebagai berikut :

4. Membaiknya kualitas air. Penurunan kualitas air merupakan akibat dari perembesan air buangan WC dan kamar mandi serta kebocoran oil trap dan tangki timbun. Maka sebagai upaya pengelolaan dan pemantauan yang dilakukan adalah dengan melakukan pengujian terhadap kualitas air sumur pantau dan outlet oil trap secara berkala dan menyediakan septic tank yang dilengkapi dengan bidang resapan untuk pengelolaan limbah cair yang berasal dari WC supaya tidak merembes ke air tanah serta membuat sumur pantau sebagai upaya untuk mengetahui dengan cepat jika terjadi kebocoran tangki timbun. Hal tersebut dapat dilihat dari hasil uji laboratorium terhadap kualitas air sumur pantau sebagai berikut :

terhadap kualitas air dari sumur pantau

No	Parameter	Hasil uji (mg/l)	Baku mutu (mg/l)
1.	pH	8.01	6-9*
2	Minyak dan Lemak	<5	25 **

Sumber : Laporan SPBU PT. Padang Sehati

Hasil uji labor membuktikan bahwa kualitas air berminyak karena minyak dan lemak <5 mg/l sedangkan standar baku mutunya adalah 25 mg/l. Hasil tersebut membuktikan bahwa semua parameter pada sumur pantau telah memenuhi standar baku mutu yang berlaku sehingga

mengindikasikan bahwa air pada kualitas air sumur pantau dan air tanah tidak tercemar.

1. Berkurangnya timbunan limbah padat. Penurunan estetika lingkungan bersumber dari aktivitas karyawan dan pengunjung SPBU yang membuang sampah plastik dan kertas tidak pada

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tempat yang telah disediakan. Upaya plastic dan kaleng dilakukan melalui pemantauan pemantauan pengelolaan limbah padat yang terhadap kinerja petugas pengumpul dan meliputi sampah yang bersifat organik maupun pengangkut sampah.

Tabel 2

Hasil pengujian limbah padat pada SPBU PT. Padang Sehati

No	Parameter	Satuan	MDL	Hasil	Baku mutu	Metode
1.	pH	-	-	7,4	6-9	SNI.06.6989.11.2014
2.	TSS	mg/l	1	41,5	200	SNI.06.6989.3.2004
3.	BOD5	mg/l	2	48	50	SNI.6989.72.2009
4.	Cod	mg/l	4,1	90	100	SNI.6989.2.2009
5.	Minyak	mg/l	1	0,4	10	SNI.06.6989.10.2004

Sumber : Laporan UKL-UPL SPBU PT. Padang Sehati, Juni 2016

Dari hasil uji laboratorium terhadap kualitas air limbah yang dihasilkan menunjukkan bahwa semua parameter kualitas air limbah yang dihasilkan memenuhi baku mutu yang berlaku.

2. Berkurangnya kemacetan lalu lintas. Kemacetan lalu lintas merupakan dampak dari peningkatan jumlah kendaraan yang melewati jalan di depan SPBU PT. Padang Sehati akibat dari aktivitas pelayanan BBM serta keluar masuknya dari dan ke SPBU PT. Padang Sehati. Maka sebagai upaya yang dilakukan untuk mengatasi kemacetan lalu lintas tersebut adalah dengan memasang rambu-rambu lalu lintas pada lokasi sebelum dan sesudah SPBU seperti rambu-rambu petunjuk keberadaan SPBU dan batas rata-rata kecepatan kendaraan bermotor yang lewat serta meningkatkan efektivitas pelayanan SPBU sehingga dapat mengurangi antrian panjang dan kemacetan.

3. Membaiknya kualitas udara dan kebisingan. Menurunnya kualitas udara dan kebisingan merupakan akibat dari kegiatan :

operasional SPBU PT. Padang Sehati, maka sebagai upaya pengelolaan terhadap kualitas udara dan kebisingan tersebut maka SPBU PT. Padang Sehati melakukan hal-hal sebagai berikut :

- Melakukan penghijauan dengan menanam pohon pelindung terutama pohon pelindung yang memiliki daun yang lebar.
- Menganjurkan kepada pemilik kendaraan untuk mematikan mesin baik pada saat antri maupun pada saat pengisian BBM.
- Membuat ruang khusus penyimpanan genset yang dilengkapi dengan peredam suara.
- Membuat pagar pembatas antara lokasi kegiatan SPBU dengan sekitarnya.

Berdasarkan hasil laporan Upaya Pengelolaan Lingkungan dan Upaya Pemanfaatan Lingkungan SPBU PT. Padang Sehati Lubuk Begalung bahwa pihak SPBU telah melakukan pengujian kualitas udara ambient dan pengukuran tingkat kebisingan pada beberapa titik dengan hasil sebagai berikut

Tabel 3
Hasil pengukuran Kualitas Udara Ambien Pada SPBU PT. Padang Sehati

NO	Parameter	Baku Mutu	Hasil	Satuan	Ket
1.	Sulfur Oksida (SO ₂)	900	861,71	mg/Nm ³	
2.	Karbon Monoksida (CO)	30.000	5557,47	mg/Nm ³	
3.		400	6,12	mg/Nm ³	
4.	Nitrogen Dioksida (NO ₂)	230	24,0	mg/Nm ³	
	TSP				

Sumber : Laporan UKL-UPL SPBU PT. Padang Sehati Lubuk Begalung Padang

Dari hasil uji laboratorium terhadap kualitas udara ambien menunjukkan bahwa semua parameter kualitas udara memenuhi baku mutu yang berlaku.

Tabel 4
Hasil Pengukuran Tingkat Kebisingan pada SPBU PT. Padang Sehati

NO	Parameter	Titik Koordinat	Satuan	Hasil	Baku Mutu
1.	Bagian depan SPBU	S : 00o 54'22,1"	dB A	61,8	70
2.		E : 100o21'07,9"	dB A	68,6	70
3.	Dekat Ruang penyimpanan Genset	S : 00o 54'22,1"	dB A	79,7	85
4.	Bagian kanan SPBU	E : 100o21'07,9"	dB A	74,8	85
		S : 00o 54'22,1"			
	Bagian Kiri SPBU	E : 100o21'07,9"			
		S : 00o 54'22,1"			
		E : 100o21'07,9"			

Sumber : Laporan UKL/UPL SPBU PT. Padang Sehati

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Berdasarkan hasil analisis laboratorium di atas terlihat bahwa pengelolaan terhadap kebisingan dan udara ambien telah dilakukan dengan baik oleh pihak SPBU PT. Padang Sehati Lubuk Begalung.

4. Bahaya kebakaran dan ledakan. Sumber dampak dari bahaya kebakaran dan ledakan adalah dari ceceran BBM akibat proses pengisian BBM yang disertai perilaku/ aktivitas karyawan dan pengunjung yang kurang disiplin seperti merokok, membuang puntung, menyalakan korek api, serta menyalakan mesin kendaraan dan mengaktifkan ponsel pada saat pengisian BBM. Sebagai upaya pengelolaan lingkungan jika terjadi kebakaran dan ledakan adalah sebagai berikut :

- a. Memasang rambu-rambu larangan merokok, menyalakan api, serta mengaktifkan ponsel pada saat pengisian BBM.
- b. Memasang rambu-rambu yang menunjukkan adanya bahan-bahan mudah terbakar dan mudah meledak di lokasi SPBU.
- c. Menstandbykan alat pemadam kebakaran.
- d. Melaksanakan pelatihan secara berkala kepada karyawan tentang pencegahan dan penanggulangan bahaya kebakaran.
- e. Mengansuransikan bangunan-bangunan yang berbatasan langsung dengan SPBU sebagai antisipasi jika terjadi bencana kebakaran akibat kegiatan operasional SPBU.

5. Meningkatkan pendapatan masyarakat. Kegiatan operasional SPBU PT. Padang Sehati telah membuka lapangan kerja dan peningkatan pendapatan masyarakat disekitar SPBU seperti kios minyak atau pedangan kaki lima. Teori yang dikemukakan oleh Hamrat Hamid dan Bambang Pramudyanto (2007:34) yang menyebutkan bahwa peran instansi lingkungan hidup dalam mengawasi kegiatan usaha yang menimbulkan dampak lingkungan adalah sebagai berikut ;

1. Sebagai Wakil Pemerintah. Pejabat Pengawas Lingkungan Hidup (PPLH) merupakan orang yang melakukan kegiatan inspeksi atau pemeriksaan lingkungan, melakukan penyelidikan dan memberikan sanksi administrasi secara langsung. Kualitas kerja Pejabat Pengawas Lingkungan ini akan menunjukkan kredibilitas instansi yang menugaskan pejabat pengawas lingkungan hidup itu sendiri, untuk itu harus mempunyai

kemampuan khusus dengan mengikuti beberapa macam kursus di bidang lingkungan hidup seperti kursus AMDAL, kursus pengambilan sample, kursus pengawasan lingkungan.

2. Sebagai pemberi data dalam penegakan hukum. Pejabat Pengawas Lingkungan Hidup dapat memberikan data kepada para penyidik baik PPNS lingkungan atau pihak kepolisian untuk menangani kasus pencemaran atau pengrusakan lingkungan hidup. Data dan fakta yang dikumpulkan oleh PPLH juga dapat digunakan oleh atasan mereka dalam menerapkan sanksi administrasi atau sanksi perdata sehingga validasi data tersebut sangat penting.

3. Sebagai Saksi. Pejabat Pengawas lingkungan Hidup baik di pusat maupun daerah, apabila diminta harus memberikan kesaksian dalam proses penegakan hukum lingkungan. PPLH harus berani memberikan kesaksian berdasarkan data dan fakta yang ada tanpa merasa takut atau mendapat tekanan dari pihak tertentu.

4. Sebagai Ahli. Pejabat Pengawas Lingkungan Hidup yang mempunyai keahlian tertentu dapat memberikan keterangan ahli dalam proses penegakan hukum administrasi maupun penegakan hukum perdata sesuai dengan bidang keahlian dan permasalahan.

5. Sebagai Penganalisis Penegakan Hukum. Pejabat Pengawas Lingkungan Hidup juga berfungsi sebagai penganalisis dalam proses penegakan hukum, sehingga PPLH perlu melakukan analisis permasalahan lingkungan dan memberikan masukan kepada pimpinan dalam menerapkan penegakan hukum lingkungan. Dalam proses persidangan maupun terhadap hasil putusan pengadilan, PPLH perlu melakukan kajian-kajian untuk mengambil hikmahnya dari proses pengadilan maupun putusan tersebut yang dapat digunakan untuk perbaikan proses penegakan hukum dan pengambilan kebijakan di masa yang akan datang.

6. Sebagai Pembina Teknis. Pejabat Pengawas Lingkungan Hidup dapat memposisikan sebagai Pembina teknis sesuai dengan keahlian dan pengalaman yang dimilikinya, baik Pembina teknis dalam proses pengawasan di instansinya maupun di instansi lainnya.

7. Sebagai Ahli Teknis di Instansinya. Selain hal-hal tersebut di atas, Pejabat Pengawas

Lingkungan Hidup yang memiliki keahlian teknis dapat memberikan masukan kepada pimpinan instansinya dalam membuat suatu kebijakan.

Dalam rangka meningkatkan kelancaran pelaksanaan pengawasan agar lebih efektif dan efisien serta berdaya guna dan berhasil guna, maka Bapedalda Kota Padang telah menunjuk Pejabat Pengawas Lingkungan Hidup Daerah (PPLHD) yang mempunyai tugas membantu kepala Bapedalda Kota Padang dalam melaksanakan pengawasan dan pengendalian dampak lingkungan akibat kegiatan operasional dunia usaha dan industry di Kota Padang. Selanjutnya sebagai upaya pengendalian usaha dan kegiatan yang berdampak lingkungan diperlukan adanya manajemen pengawasan yang baik. Salah satu bentuk manajemen tersebut adalah dengan dibuatnya prosedur tetap kegiatan pengawasan kegiatan usaha yang berdampak lingkungan.

Kendala yang dihadapi Bapedalda Kota Padang dalam mengawasi Pelaksanaan Pengelolaan Lingkungan Pada SPBU PT. Padang Sehati Lubuk Begalung

Sesuai dengan hasil pembahasan di atas, maka ada beberapa kendala yang dihadapi Bapedalda Kota Padang dalam mengawasi pelaksanaan pengelolaan lingkungan pada SPBU PT. Padang Sehati Lubuk Begalung. Faktor tersebut ada yang berasal dari intern dan ekstern. Beberapa kendala sebagai berikut :

1. Kendala intern yaitu kendala yang berasal dari Bapedalda Kota Padang yaitu sebagai berikut ;

a. Kurangnya personil atau pegawai pada bidang pengawasan dan pengendalian lingkungan (Wasdal), sedangkan tugas pokok dan fungsi serta wilayah kerjanya sangat banyak dan luas. Pada saat ini jumlah pegawai yang ada hanya 5 (lima) orang sedang menurut analisa jabatan seharusnya pegawai yang mesti ditempatkan pada bidang Wasdal adalah sebanyak 10 orang.

b. Dari 5 (lima) orang pegawai yang bertugas mengawasi kegiatan usaha yang berpotensi menimbulkan dampak lingkungan di Kota Padang tersebut, hanya 3 orang yang telah mengikuti pelatihan dan memiliki sertifikat keahlian bidang pengawasan lingkungan.

c. Karena kurangnya pegawai tersebut sehingga menyulitkan dalam pembagian tim pengawas yang akan turun ke lapangan.

d. Terbatasnya anggaran yang tersedia sehingga tidak semua kegiatan usaha yang dapat dipantau dan diawasi. Sedangkan seharusnya setiap kegiatan usaha tersebut harus dipantau dan diawasi setiap 3 bulan sekali.

2. Kendala Ekstern yaitu kendala yang berasal dari pihak SPBU PT. Padang Sehati sebagai berikut ;

a. Kurangnya pengetahuan petugas pengelola lingkungan di SPBU PT. Padang Sehati.

b. Seringnya terjadi penggantian karyawan lapangan yang bertanggungjawab mengelola lingkungan sehingga menyebabkan pihak SPBU seringkali melaksanakan pelatihan pengelolaan lingkungan bagi karyawan baru.

c. Seringnya terjadi keterlambatan dalam menyampaikan laporan Upaya Pengelolaan Lingkungan dan Upaya Pemantauan Lingkungan (UKL/UPL) ke Bapedalda Kota Padang.

Upaya yang dilakukan Bapedalda dalam mengawasi pelaksanaan Pengelolaan Lingkungan Hidup pada SPBU PT. Padang Sehati Lubuk Begalung Padang.

Menurut Kepala Bidang Pengawasan dan Pengendalian Lingkungan Bapedalda Kota Padang, untuk mengatasi kendala-kendala di atas, maka Bapedalda Kota Padang melakukan beberapa usaha, yakni sebagai berikut:

1. Berkaitan dengan kendala intern yang terjadi di Bapedalda Kota Padang adalah dengan melakukan hal-hal sebagai berikut:

a. Meminta dan mengusulkan tambahan pegawai ke Badan Kepegawaian Daerah Kota Padang yang akan ditempatkan pada bidang Pengawasan dan Pengendalian Lingkungan.

b. Mengusulkan nama pegawai yang belum pernah mengikuti pelatihan keahlian bidang pengawasan lingkungan ke Kementerian Lingkungan Hidup dan Kehutanan RI atau Pusat Pengelolaan Ekoregion Sumatera di Pekanbaru.

c. Mengusulkan penambahan anggaran ke Tim TAPD Kota Padang agar semua kegiatan usaha di Kota Padang dapat diawasi pelaksanaan pengelolaan lingkungannya.

2. Terkait dengan kendala eksteren adalah dengan:

a. Memberikan pembinaan dan masukan kepada pihak manajemen SPBU PT. Padang Sehati untuk selalu memberikan pengarahan kepada petugas lapangan agar dalam pelaksanaan pengelolaan lingkungan berpedoman kepada aturan yang berlaku dan dokumen izin lingkungan yang telah dibuat.

b. Memberikan masukan untuk menunjuk pegawai tetap yang bertanggung jawab dalam

pelaksanaan pengelolaan lingkungan SPBU PT. Padang Sehati.

Mengingatkan pihak SPBU PT. Padang Sehati agar tepat waktu dalam menyampaikan laporan Upaya Pengelolaan Lingkungan dan Upaya pemantauan Lingkungan(UKL&UPL) ke Bapedalda Kota Padang.

IV CONCLUSION

1. Bapedalda Kota Padang telah melaksanakan perannya sebagai instansi teknis dalam mengawasi pelaksanaan pengelolaan lingkungan di SPBU PT. Padang Sehati Lubuk Begalung dengan memberikan pembinaan teknis terhadap pihak SPBU PT. Padang Sehati yang dilakukan melalui pengawasan secara aktif dan pasif.
2. Kendala-kendala yang dihadapi Bapedalda Kota Padang dalam mengawasi pelaksanaan pengelolaan lingkungan di SPBU PT. Padang Sehati ada yang bersifat intern seperti kekurangan personil, minimnya anggaran dan kurangnya petugas yang sesuai standar kompetensi. Sedangkan kendala ekstern adalah kurang keterampilan petugas yang diberi tanggung jawab melaksanakan pengelolaan lingkungan karena disebabkan seringnya terjadi pergantian karyawan dan seringnya keterlambatan dalam menyampaikan laporan UKL dan UPL.
3. Untuk mengatasi kendala tersebut, upaya yang dilakukan Bapedalda Kota Padang adalah dengan melakukan evaluasi terhadap kendala-kendala yang ada dengan cara mencari solusi untuk mengatasi kendala yang dihadapi tersebut serta dengan melakukan berbagai pelatihan bagi pegawai yang ditugaskan untuk mengawasi kegiatan usaha yang berdampak lingkungan di Kota Padang dan memberikan saran ke pihak manajemen SPBU PT. Padang Sehati untuk mengembangkan kualitas Sumber Daya Manusia di lingkungan SPBU PT. Padang Sehati.
1. Untuk mencari hasil kinerja yang maksimal Bapedalda Kota Padang harus menambah pegawai yang akan ditempatkan di Bidang Pengawasan dan Pengendalian Lingkungan.

Mengusulkan secepatnya ke instansi terkait nama-nama pegawai yang belum memenuhi kompetensi untuk mengikuti pelatihan

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AN ANALYSIS OF STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT SECOND GRADE AT SMAN 1 TALAMAU

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Abstract

This research was conducted based on the problems found during the teaching and learning process in class IX IPS 1 of SMAN 1 Talamau, specifically about students' understanding of narrative text. The problem found is that students cannot determine the main ideas and topics in narrative text, understand the meaning of words, understand implied information, and understand the general structure and features of language in narrative texts. This research is included in quantitative descriptive research. The population in this study were students of class IX SMAN 1 Talamau, amounting to 159 people, divided into 4 classes. While this sample is class X8 of SMAN 8 Padang. The instrument used was an objective test. Data from students' objective tests are analyzed based on indicators and then interpreted and become research findings. Based on the results of the study showed that students of class IX IPS 1 SMAN 1 Talamau: 1. The ability to write students in determining the main ideas and topics in the narrative text showed at the intermediate level of 14 people out of 23 students (60,875%). 2. The ability to understand the meaning of words in the narrative text shows at the intermediate level that is 15 people out of 23 students (65.22%). 3. The ability to understand the information implicit in the narrative text shows that at the intermediate level, there are 14 out of 23 students (60.87%). 4. The ability to understand the general structure and language features of narrative texts shows that at the intermediate level, there are 16 students out of 23 students (69.57%). From the results of the above research, it can be concluded that students still experience many difficulties in understanding a text, especially in narrative texts in accordance with applicable rules. Furthermore, based on the results of this study teachers are expected to be able to provide better teaching techniques and students can do more exercises to improve students' reading comprehension abilities.

Keywords: *Students, Reading Comprehension, Narrative*

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I INTRODUCTION

Reading is one of the four language skill that should be mastered by students. They get many benefits from the store of knowledge in the printed materials. It is aimed at getting contents of the printed materials. Mastering reading can improve the other language skill, such as speaking, writing, and listening. Reading is also one of the most important tools for students to gain knowledge and fulfills their need for

information. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. In learning reading in Senior High School, the students are required to understand the text to get the information. They are not required to understand each individual part of the sentence or paragraph, but they should

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understand the message the writer is trying to convey. All of those purposes need reading skill that will help students to develop their ability in English. Concerning with the language teaching based on Curriculum 2013 syllabus in Senior High School, especially for the first year students, reading is one of the language skills that presented in the teaching learning process of English. The aims of this material are to identify the main idea, generic structure, and understanding the meaning of the sentences of the text. Among the texts which are mentioned above, narrative text is considered as the most interesting text.

According to Anderson (1997), narrative text is English text type that has a purpose to entertain the reader or listener. The story can be imaginative and factual. It can be folk tale, legends, fable, short stories and science fiction. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. The text consists of orientation, complication, or problems and resolution. Students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes cannot find the ideas of whole the text.

The students are difficult to comprehend the text, it makes them confused. Finally, the students do not understand the plot of the whole story. Based on the explanation above, the researcher wants to analyze the tenth grade students' reading comprehension in narrative text.

1. Reading Comprehension

Reading comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Nuttall (1982: 14) states that reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skill and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the writer.

In reading, the readers should use their background knowledge; means the reader bring their knowledge, emotion, experience, and culture to what they read. Ur (1996: 138)

continued that when learners beginning to read a text, or where there is a little or no helpful context, we depend on decoding letters to understand words; but as soon as there is a meaningful context we tend to bring our own interpretation to the word. That is some way how to make a connectivity with a text, and how learners understanding the meaning in a text.

In addition, Grabe (2002) stated that the objectives of reading into several points, they are as follows: 1) Reading to search information, 2) Reading to skim quickly, 3) Reading to learn (from text), 4) Reading to write (or search information needed for writing), 5) Reading to analyze the text, and 6) Reading for general information. Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read.

2. The Nature of Narrative Text

Narrative text is one of English text types. Anderson (1998: 2), narrative is a piece text which tells story and in doing so, entertains the audience. Porter (2002: 19) defines narrative as "the representation of an event or a series of events, consisting of story and narrative discourse, story is an event or sequence of events (the action), and narrative discourse is those events as represented." Some examples of narrative text are fantasy novel, historical fiction and stories.

Generic Structure of Narrative Text

According to Gerot and Wignell (1994: 204), the generic structure of narrative text is as follows:

1. Orientation
This element usually describes scene or the problematic events. It also tells the readers the characters who were involved and where it was happened.
2. Evaluation
This element contained the sequences of events, which is talk about the activity or event on the past.
3. Complication
This element of an event that talks about the crisis that arises.
4. Resolution

This element contained of an event that talks about the crisis is resolved (problem solving); even it is for better or worse.

5. Re-orientation

This element contained of a brief summary, which is aimed to give or submit a moral lesson to the readers.

The Language Features of Narrative Text

According to Gerot and Wignell (1994: 204) say that language feature of narrative text, a narrative focuses on specific and individualized participants with define identities;

1. They can be written in the first person or third person.
2. They use temporal conjunction and temporal circumstances that describe time and place.
3. They use past tense.
4. They use material process (action verb) and some behavioral and verbal process; Behavioral process usually describes process of physiological and psychological behavior, such as dreaming, smiling, breathing, and etc. verbal process is usually described as the process of saying, such as, telling, warning, talking, and etc.
5. They use relational process of doing or showing what happened and what someone do or what is done ; Relational process is a process of being and having that can be classified whether to identify something and to

assign a quality of something; whereas, mental process is process of sensing, such as thinking, feeling, and perceiving.

3. Assessing Reading

According to Brown (2004: 188) define that “the assessment of reading can imply the assessment of a storehouse of reading strategies, as indicated in item”. The brief taxonomy of some principal strategies for reading comprehension, as follows:

1. Identify your purpose in reading a text.
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots/suffixes, etc.) to determine meaning.
4. Guess at meaning (of words, idioms, etc.) when you aren’t certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic map~ for understanding and retaining information.
9. Distinguish between literal and implied meanings.

Capitalize on discourse markers to process relationships.

II RESEARCH METHODS

The design of this research is descriptive design. According to Gay (1987: 189), descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study. The population of this research is the second grade of SMA N 1 Talamau Pasaman because this research wants to see the students’ skill and problems in reading comprehension a narrative text. There were 195 students divided into 6 classes. The number of the students of each class can be seen in the following table:

Table 1
Number of the Students in Each Population Class

Class	Number of the Students
XI IPA 1	30
XI IPA 2	30
XI IPA 3	30

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XI IPS 1	23
XI IPS 2	23
XI IPS 3	23
Total	159

There are many sampling techniques that can be used in taking a sample, but the writer chose simple random sampling technique. The researcher used reading test (objective test) as the instrument of this research. According to Brown (2004: 3) define that "test is a method of measuring a person's ability, knowledge, or performance in a given domain". The data collected through reading test and scored by two different scorers. Each of students was asked to answer a narrative text. The researcher distributed reading sheet and asked the students to answer the question it. In analyzing the data, the researcher analyzed the data of the students' skill in reading narrative text with such as follows:

1. The researcher presented the raw score from two scorers.
2. The researcher counted the average score of two scorers by using the formula:

$$\frac{Score 1 + Score 2}{2}$$

3. The researcher calculated Mean (M) and Standard Deviation (SD)

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

Where:

M = Mean

N = Total number of the sample

$\sum x$ = Total score of the students

SD = Standard Deviation

4. The researcher categories the students' skill into high, moderate, and low skill by using the following categories (Arikunto, 2002: 299)

>M + 1SD = high

(M - 1 SD) => (M + 1 SD) =

moderate

>M - 1 SD

= low

5. The researcher calculated the percentage of the students who got high, moderate, and low skill by using following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = percentage of the students' skill

F = the sum of the students who get high, moderate, and low skill

N= the sum of the students' skill

Findings and Discussion

Findings

. Based on the finding of the research, it would be described as below:

1. The students' comprehension in reading narrative text

Table 2

The Percentage of Students' Comprehension in Reading Narrative Text

Quality	Number of Students	Percentage
High	4	17.39%
Moderate	16	69.57%
Low	3	13.04%
Total	23	100%

Based on the criteria of scoring, the highest possible score was 100 and lowest possible score was 5. The researcher found the highest score that the students got 90 and the lowest score was 55. Then, the researcher calculated the mean and standard deviation. The result of mean was 75.86 and standard deviation was 9.81. Based on the result of data analysis, the researcher found that 4 students (17.39%) got high ability, 16 students (69.57%) got moderate ability and 3 students (13.04%) got low ability. It means that, the ability of the eleventh grade students of SMAN 1 Talamau Pasaman in reading comprehension narrative text was moderate.

2. Students' comprehension in determining main idea/ topic in narrative text.

Table 3

The Percentage of Students' Comprehension in Determining Main Idea/ Topic in Narrative text

Quality	Number of Students	Percentage
High	4	26.09%
Moderate	16	60.87%
Low	3	13.04%
Total	23	100%

Based on the criteria of scoring, the highest possible score was 100 and lowest possible score was 5. The researcher found the

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highest score that the students got 23.75 and the lowest score was 8.75. Then, the researcher calculated the mean and standard deviation. The result of mean was 16.25 and standard deviation was 4.05. Based on the result of data analysis, the researcher found that 4 students (26.09%) got high ability, 16 students (60.87%) got moderate ability and 3 students (13.04%) got low ability. It means that, the ability of the eleventh grade students of SMAN 1 Talamau Pasaman in reading comprehension to determine main idea/topic in narrative text was moderate.

3. Students' comprehension in understanding the meaning of the words in narrative text.

Table 4

The Percentage of Students' Comprehension in Understanding the Meaning of the Words in Narrative text

Quality	Number of Students	Percentage
High	4	21.74%
Moderate	16	65.22%
Low	3	13.04%
Total	23	100%

Based on the criteria of scoring, the highest possible score was 100 and lowest possible score was 5. The researcher found the highest score that the students got 22.5 and the lowest score was 7.5. Then, the researcher calculated the mean and standard deviation. The result of mean was 18.09 and standard deviation was 3.34. Based on the result of data analysis, the researcher found that 4 students (21.74%) got high ability, 16 students (65.22%) got moderate ability and 3 students (13.04%) got low ability. It means that, the ability of the eleventh grade students of SMAN 1 Talamau Pasaman in reading comprehension to understand the meaning of the words in narrative text was moderate.

4. Students' comprehension in understanding specific information in narrative text.

Table 5

The Percentage of Students' Comprehension in Understanding Specific Information in Narrative text

Quality	Number of Students	Percentage
High	4	17.39%
Moderate	16	60.87%
Low	3	21.74%
Total	23	100%

Based on the criteria of scoring, the highest possible score was 100 and lowest possible score was 5. The researcher found the highest score that the students got 23.75 and the lowest score was 13.75. Then, the researcher calculated the mean and standard deviation. The result of mean was 19.18 and standard deviation was 3.32. Based on the result of data analysis, the researcher found that 4 students (17.39%) got high ability, 16 students (60.87%) got moderate ability and 3 students (21.74%) got low ability. It means that, the ability of the eleventh grade students of SMAN 1 Talamau Pasaman in reading comprehension to understand the specific information in narrative text was moderate.

5. Students' comprehension in understanding narrative text generally

Table 6

The Percentage of Students' Comprehension in Understanding Narrative Text Generally

Quality	Number of Students	Percentage
High	4	26.08%
Moderate	16	69.57%
Low	3	4.35%
Total	23	100%

Based on the criteria of scoring, the highest possible score was 100 and lowest possible score was 5. The researcher found the highest score that the students got 25 and the lowest score was 15. Then, the researcher calculated the mean and standard deviation. The result of mean was 22.32 and standard deviation was 2.6. Based on the result of data analysis, the researcher found that 4 students (26.08%) got high ability, 16 students (69.57%) got moderate ability and 3 students (4.35%) got low ability. It means that, the ability of the eleventh grade students of SMAN 1 Talamau Pasaman in reading comprehension to understand narrative text generally was moderate.

III RESULTS AND DISCUSSION

Based on the finding above, the ability of the first year students of SMA N 1 Talamau Pasaman to read narrative text was moderate. It was indicated by the scientific fact that 16 students (69.57 %) had moderate ability.

In general, the students' comprehension to read narrative text was moderate. It meant that all

of students have good ability in comprehending narrative text. Although the result of test, some of them had mistakes, it was probably caused by the lack of vocabularies and less comprehending in language features.

IV CONCLUSION

Having known the result of data analysis, the researcher concluded that the comprehending of the first year students of SMA N 1 Talamau Pasaman in reading narrative text is moderate. It is proved by the scientific fact that there were 69.57% students had moderate ability. It means that the students had good ability in comprehending descriptive text.

Based on the conclusion above, the researcher proposed some suggestions as follows:

1. The teachers should give more explanation and exercises to the students

about language features of narrative text in order to make them have more good comprehension for narrative text.

2. The students were expected to learn more about language features of narrative text, do more exercises in order to progress comprehending language features and improve their vocabulary in order that the students know the meaning of words that found in narrative text.

The next researcher is suggested to find out other relevant aspects in comprehending narrative text.

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ANALYSIS OF THE ENGLISH OPEN COMPOUND WORDS

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Abstract

Compound words are one of the elements found in the field of morphology. Where the morphology is the study of morphemes, and morphemes are elements of language that have meaning and contribute to support meaning. The morphology field will involve two elements, namely the free element and the bound element. The problem in this study is to analyze the compound word found in the Jakarta post. The word compound which is discussed is the compound word that is open (separate word writing). This research is a type of research belonging to the field of linguistics. This study also uses Qualitative Descriptive research methods. This research method refers to the form of the word. In addition, this research also uses library research or library research. Putaka's research only discusses the data that has been provided by processing and donating data obtained from data sources by using the basic theory that supports the research. In this study the writer took data sources from one edition of the Jakarta Post.

All data needed comes from the data source. The initial step used by the writer is to extract raw data taken from the source. After all the raw data is collected, the author will classify the data in several groups. Since the writer only discusses three topic issues, the information is in accordance with the problem. The first problem is the form of the compound word separated which is found in the Jakarta Post Newspaper. Second is what is the meaning of the compound words before and after combined. And the last is the rule that is owned by the compound. Based on this research, the writer find the uniqueness that results from a separate word combination. Among them is if one word is combined with another word it will have a different meaning. Based on this research the author understands in depth about the separate word combination.

Keywords: *Compound Words, Language, Writing*

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I INTRODUCTION

In English, compound words are the important thing that should be known because many new words are created for English formulation words. Compound words are formed when two or more words put together to form a new word with a new meaning. Their function as different parts of speech, can dictate what from the compound. For example: the words hot dog is

an open compound word when it is used as a noun but it is open compound when used as a noun and adjective. According Djajasudarma (1993:53) "Kata majemuk merupakan gabungan dua unsur yang masing-masing memiliki makna tersendiri". Compound words is combining two elements that each of them having a meaning, but if they combining they are having own

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meaning". (translate by writer) However according to Mc-Carthy(2002: 59). Word formed by combining roots and the much smaller category of phrasal words, that is items that have an internal structure of phrases but function syntactical the word. As compound words one the type of formation, compounding catches the writer's interest about how the combination of two different words can produce new word with new meaning. In this case, this research about the compound word is interest to discuss. The compound words in this research are taken from the primary data. The primary data consist of the Jakarta Globe Post.

The compound words are analyzed on the classification basis. First looking about from, second the semantic function of the open compound words, third the meaning of compound words before and after combining for last analyze the rule in making compound words. In this research, the reason for choosing this topic because compound words are so

prevalent in the English language, the writer does not think too much about them until the time to analyze them. Then, the writer often has to stop and think about the different meaning when they are put together, because of that everybody that studies English must understand about compound words. Many combined words in English make different meaning in comparison to compound words in Indonesia. The meaning of compound words can be different from before and after the combine, there are some meanings of the compound words that do not have a different meaning.

Not all of the compound has some meaning. This research can help the reader to understand the compound words that they find. On the other side, will be taken Jakarta Post in this research. The reason to choose the Jakarta Post is Jakarta post supply many compound words from the aspect. It also too easier to find and to read for the researcher.

II RESEARCH METHOD

In this research The writer chooses descriptive qualitative and quantitative research. the qualitative research method is method research based on post positivism philosophy, used to examine the condition of the natural object, (as opposed to experiment) where the researcher is as the key instrument, the sampling of data source is done by purposive and snowball, data collecting technique with triangulation (combined), data analysis is inductive / deductive, and the results of

qualitative research more emphasize the meaning of the generalization. While descriptive qualitative research is concerned with providing descriptions of the phenomena that occur naturally without the intervention of an experiment or an artificially contrived treatment. Using descriptive qualitative research, this research get the method get the data from the primary data.

III RESULTS AND DISCUSSION

On the result of this research, to describe the forms of the open compound words is by classifying all the raw data that have been collected based on the forms of the data. Based on the classification, some data are grouped into 8 groups:

1. Noun + Adjective

The first from that have in open compound word on this research is noun and adjective Example:

1. 134 Snow white

↓ ↓
Noun adjective

From the example above When two syllable are combined can make new words and new meaning, when we says these words together they take on a new and different meaning.

2. Adverb + verb

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The second form on this research is adverb and verb Example:

1. 137 Slowly talks
↓ ↓
Adverb verb

From The example above when two or more word combined to form and new word with its own, unique meaning. When we think about compound words, we usually think of words like slowly talks, happily smiling these compound words are formed by combining two smaller words into one large word.

3. Noun + Preposition

The third form that have in open compound words on this research is noun and preposition.

Example:

1. 46 Figure out
↓ ↓
Noun preposition

From the example above the from of compound words when combine with noun and preposition that can make new word or syllable.

4. Verb + Preposition

The next form open compound words is verb and preposition.

Example:

1. 26 Catch up
↓ ↓
Verb preposition

From the example above the form open compound word are also when two words are combined can be spelled one words.

2. Noun + noun

The next form in open compound words is noun and noun

Example:

1. 67 Junk food
↓ ↓
Noun noun

From the example above the form of open compound words when two words are combined that have space between the syllable and we can spelled one word or one stem.

3. Adverb + Adverb

The next form that have in a open compound words in this research is adverb and adverb.

Example:

1. 162 very softly
↓ ↓
Adverb adverb

From the example above the form open compound the word carry over is an open compound words when it's used as verb but it is closed when used as noun and an a adjective.

4. Verb + Noun

The next form thaqt have in open compound words in this research is verb and noun.

Example:

1. 165 Washing machine
↓ ↓
Verb noun

From the example above the form open compound words when two words are combined than can be verb and noun, adverb and noun, when the combination it happen can make part of speech that is can be noun, verb, and adverb according from the words itself.

Base on the data that has been written above, there are example of open compound word consisting of two syllables. Where, of two syllables can generate a single syllable that produce one meaning.

In the subsequent discussion will be explained, what is the meaning of the scond syllable which has been combined, will be described as well meaning before and after two words are combined.

1.1 The meaning of the Open Compound Words before and after combination

Base on the results of the research that has been done, the words of two syllable in compound word have a new meaning when two syllable are combine and of the two compound syllables are different and do not support each other between the syllables so, when the two syllable combined can produce a new word and new meaning. For more detail, the writer will list some of the compound word the meaning before and after the two syllable are combine. Below, there are example some of the meaning of words that have the meaning of words before combined into one compound word.

1. Example: (134) (as noun, adjective)
Snow white

Where *snow* something that resembles snow in color or texture, in particular, and *white* of the color of milk or fresh snow, due to the reflection of most wavelengths of visible light the opposite of black. When two words are combined can make new meaning that is of a pure white color.

(164) (as noun, adjective) Word famous

Where *word* a single distinct meaningful element of speech or writing, used with others or sometimes alone to form sentence and typically shown with a space on either side when written or printed and *famous* is known about many people. When two words are combined can make new meaning that is popular.

1.2 The Rule of the Open Compound Word

The last discussion is the rule of the compound words in this research. In this part, the explanation seems like the first discussion that is the form of compound words. But, that different between the form and the rule is the result after two words or syllable combined. The rule of compound words can make significant different. That's because many words that are formed in break of the rules that have been set. Therefore, this research will be different from the research that has been done before. For more detail, let's see the result in this research.

1.3. Adjective

Adjective is a result of combined from noun and adjective, for the clearly understand let's see the example below :

1. (134) Snow with $\rightarrow N+Adj = Adj$
2. (164) Word famous $\rightarrow N+Adj = Adj$
3. (66) Ice cold $\rightarrow N+Adj = Adj$
4. (135) Smoke free $\rightarrow N+Adj = Adj$

1.2 Verb

Verb is a result of combined from noun and adjective, noun and preposition, verb and preposition, adjective and noun, for more detail let's see the example below :

1. (136) Sugar free $\rightarrow N+Adj = Verb$
2. (63) Hang out $\rightarrow N+Preposition = Verb$
3. (26) Catch up $\rightarrow Verb+Preposition = Verb$

1.3 Noun

Noun is a result of combined from adjective and noun, noun and noun, verb and

noun, for more detail let's see the example below :

1. (57) Hot dog $\rightarrow Adj+N = Noun$
2. (67) Junk food $\rightarrow N+N = Noun$
3. (56) Help desk $\rightarrow Verb+N = Noun$

1.4 Adverb

Adverb is a result of combined from adverb and adverb, preposition and noun, adjective and noun, for more detail let's see the example below :

1. (45) Full moon $\rightarrow Adj+N = Adverb$
2. (162) Very softly $\rightarrow Adv+Adv = Adverb$
3. (95) On time $\rightarrow Preposition+N = Adverb$

1.5 The position do the English compound words in sentence

A compound sentence shows that two thoughts are connected and of equal importance and a compound sentence is like a set of twins; each is a separate person, yet each is connected to the other, Example : make-up that is, each has a subject a verb and words to complete the thought . Although they are joined by a linking words, each sentence of the compound is complete in itself and can stand alone.

The compound sentence need to be linked correctly, with a comma and then a linking word at the place where one sentence ends and the other begins. Otherwise called run-on sentence. Run-on sentences are typically compound sentence without the proper punctuation and linking words. Because there are two complete sentence in a compound sentence each has equal weight in terms of the ideas being presented. The linking word shows the relationship between the ideas.

For more detail let's see the Example bellows :

1. Ice cream is my favorite dessert.
2. The line at the post office snaked all the way out the door and around the corner.
3. Rhonda is my half sister
There must be full moon out to night

IV CONCLUSION

Compound word processes are essential in the English language as it is possible to create new words according to certain patterns. This thesis describes three problems that are limited by the author. First, it describes the form of open compound words, describes the difference before and after combination, and the last describes the rule of open compound words. This was one of the reasons why this research decided to devote the majority of my work to compound words.

The thesis consists of three main parts, the first can be viewed as the form of open compound words for the next part of the work. The aim of this part was to describe the form of the data or words that have in open compound words. In this part explain about how are formed a compound words that can be a problem in this research. Indeed, based on the result of this research is a compound words consist of or combined of noun plus noun; noun plus verb; noun plus adverb; adverb plus adverb; verb plus preposition; or other way.

The second part can be viewed as the meaning of open compound word before and after combination that can be describe. In this part will explain how change the meaning happened on compound word. Are there many seems or different meaning of the two word combined. In fact, the result is some of compound words have same meaning from the basic word before

combined and there have a different meaning after combined.

The third part can be viewed as the rule of the compound words. In this part explained about how the formation result of the rules caused by combined two word together into one word or one line. There will be found a few new rules are finding into break the basic rules. But, there also will find the rule still follow the basic rule. The rules doesn't follow the basic rule caused by combined some form into open. Because of that therefore formed the different that distinguish research based on compound words with other research.

In this part, this research would like to contribute some suggestion for the other research based on the research finding and discussion. Particularly those who have the same problem and interested in conducting research, it is suggested that this research can be reference. Besides that, more interesting to discuss about other compound words. That is close compound words and hyphenated compound words. The next researcher will be find a new research that can make the research to be references. Hopefully, there will be any further research of how to complete this research and make this research more better and can use as a references for any further researcher.

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THE COMPARISON BETWEEN IDEAL FEMINIST AND DISCRIMINATED FEMINIST FROM CHARACTERISTICS OF AMANDA AND LAURA AS SEEN IN THE GLASS MENAGERIE BY TENNESSE WILLIAMS

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Abstract

The problem in this thesis is the analysis of ideal feminist and discriminated feminist from the characteristics of Amanda and Laura is based on the three waves of feminist movements. Both Amanda and Laura represents the different kinds of feminist in literary work, Amanda is the strong woman as the representation of ideal feminist, whereas Laura is the weak woman as the representation of discriminated feminist. Then, the purpose of research is to describe Laura as the discriminated feminist, Amanda as the ideal feminist, and to explain Laura and Amanda as the ideal and discriminated feminist from The Glass Menagerie. In research methodology, the data collection is performed through library research, which the writer gains the data and information about his object through the books and other audiovisual equipment that related and relevant to the topic in the form of words or pictures. In the data analysis, it uses genetic structuralism, it looks the external factor of the literature that conveys the internal element of literary work such as the actions of the main character, such as characters and author.

The findings in this thesis can be seen from the characters of Amanda and Laura represents the different kinds of feminist in literary work, Amanda is the strong woman as the representation of ideal feminist, whereas Laura is the weak woman as the representation of discriminated feminist. Amanda, a typical southern belle, trapped by the cruel reality, seeks comfort from her glorious past and causes her isolation from her life, which is the embodiment of her alienation. Laura, a fragile and terribly shy girl with a crippled leg, withdraws completely to her own world made of glass animals and eventually isolates from the society. It is her disability and the family environment cause her isolation from the society, which is just the embodiment of her alienation.

Keywords: Discriminated Feminist, Ideal Feminist

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I INTRODUCTION

The analysis of ideal feminist and discriminated feminist from the characteristics of Amanda and Laura is based on the three waves of feminist movements, this term can be in general movement and also in literary criticism.

Both Amanda and Laura represents the different kinds of feminist in literary work, Amanda is the strong woman as the representation of ideal feminist, whereas Laura is the weak woman as the representation of discriminated feminist.

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Feminism itself is a range of political movements, ideologies, and social movements that share a common goal, such as to define, establish, and achieve political, economic, personal, and social equality of sexes. This includes seeking to establish educational and professional opportunities for women that are equal to those for men. In feminist literary criticism, the three waves of feminist movements can be divided into three literary criticisms. In the first wave, the feminist explores the weak women in literary work as the creation of male authors, they criticize that women are discriminated in the description of male authors in their literary works. In the second wave, the feminist explores the strength of women that can be found in literary works, especially by the female author.

At last but not least, the third wave of feminist movement deals with the position of in a more specific issues other than gender, such as race, education, employment, and others. From this description, Laura is belonged to the first wave feminist movement while Amanda is belonged to the second wave feminist movement. The title of play itself shows the trait of feminism about women as the fragile beings. The glass menagerie, or collection of animals, is the play's central symbol. Laura's collection of glass animal figurines represents a number of facets of her personality.

Like the figurines, Laura is delicate, fanciful, and somehow old-fashioned. Glass is transparent, but, when light is shined upon it correctly, it refracts an entire rainbow of colors. Similarly, Laura, though quiet and bland around strangers, is a source of strange, multifaceted delight to those who choose to look at her in the right light. The menagerie also represents the

imaginative world to which Laura devotes herself, a world that is colorful and enticing but based on fragile illusions. The first subject in this research is Laura Wingfield as the discriminated feminist. Laura's character is the representation of discriminated feminist, it can be seen from her characteristics of obedience and lack of confidence. These characteristics are commonly found in the discriminated feminist. Most of the time, they are obedient to the rule patriarchy because they do not have enough confidence to compete with the men. The second subject in this research is Amanda Wingfield as the ideal feminist. She lives in a world that fluctuates between illusion and reality. When it is convenient to her, she simply closes her eyes to the brutal, realistic world. She uses various escape mechanisms in order to endure her present position in life. When life in this tenement world becomes unbearable, she recalls the days of her youth when she lived at Blue Mountain and had seventeen gentlemen callers in one Sunday afternoon. Indeed, this story has been told so often that it is no longer an illusion and instead has become a reality.

She likewise indulges in playful games so as to escape the drudgery of everyday living. She tells Laura, "You be the lady this time and I'll be the darky." She refuses to acknowledge that Laura is crippled and instead refers to her as having only a slight physical defect. She refuses to accept the fact that Tom is quite different from her and that he, like his father, will someday leave in search of adventures. And finally, Amanda lives perpetually in the world of the gentlemen callers who will appear any day to sweep Laura off her feet.

II RESEARCH METHOD

In the collecting data, the writer applies library research. Data collection was the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. This technique was attempted to trace the source of information in the form of document which were relevant to the object of the research. The data analyzing procedures

concern with the way of the writer to conduct the analysis by interpreting the data. This analysis uses genetic structuralism, it looks the external factor of the literature that conveys the internal element of literary work such the actions of the main character, such as characters and author. Pradopo (2001: 54) states that "Peneliti bertugas menjelaskan karya sastra sebagai sebuah struktur berdasarkan unsur-unsur yang membentuknya, seperti masyarakat dan kehidupan sosial." "The

researcher had a chance to explain literary work as structure based on the elements that formed them, which were society and social life.” From the explanation, structural method had two functions which explain the internal factor of literature and show the relation of this internal factor with the external factor such as feminism.

Cott in *The Grounding of Modern Feminism* (1997:13) says that feminism is a range of political movements, ideologies, and social movements that share a common goal: to define, establish, and achieve political, economic, personal, and social equality of sexes. This includes seeking to establish educational and professional opportunities for women that are equal to those for men. Feminist movements have campaigned and continue to campaign for women's rights, including the right to vote, to hold public office, to work, to earn fair wages or equal pay, to own property, to receive education, to enter contracts, to have equal rights within marriage, and to have maternity leave.

Feminists have also worked to promote bodily autonomy and integrity, and to protect women and girls from rape, sexual harassment, and domestic violence. Changes in dress and acceptable physical activity have often been part of feminist movements. Feminist campaigns are generally considered to be a main force behind

major historical societal changes for women's rights, particularly in the West, where they are near-universally credited with achieving women's suffrage, gender neutrality in English, reproductive rights for women, including access to contraceptives and abortion, and the right to enter into contracts and own property. Although feminist advocacy is, and has been, mainly focused on women's rights, some feminists, including bell hooks, argue for the inclusion of men's liberation within its aims because men are also harmed by traditional gender roles.

Feminist theory, which emerged from feminist movements, aims to understand the nature of gender inequality by examining women's social roles and lived experience, it has developed theories in a variety of disciplines in order to respond to issues concerning gender. Numerous feminist movements and ideologies have developed over the years and represent different viewpoints and aims. Some forms of feminism have been criticized for taking into account only white, middle class, and college-educated perspectives. This criticism led to the creation of ethnically specific or multicultural forms of feminism, including black feminism and intersectional feminism.

III RESULTS AND DISCUSSION

The identification of problem in this research is the feminism literary criticism from the play *The Glass Menagerie*. Throughout the history, women were confined to the domestic sphere, while public life was reserved for men. In medieval Europe, women were denied the right to own property, to study, or to participate in public life. At the end of the 19th century in France, they were still compelled to cover their heads in public, and, in parts of Germany, a husband still had the right to sell his wife.

Even as late as the early 20th century, women could neither vote nor hold elective office in Europe and in most of the United States, where several territories and states granted woman suffrage long before the federal government did so. Women were prevented from conducting business without a male representative, be it father, brother, husband, legal agent, or even son. Married women could

not exercise control over their own children without the permission of their husbands. Moreover, women had little or no access to education and were barred from most professions. In some parts of the world, such restrictions on women continue today.

In *The Glass Menagerie*, Tennessee Williams wrote about the struggles of an American family, especially the women, during the Depression-Era. Williams presented the problems of being constrained to monotonous work and how one's dreams may not always come true. The dramatist also stressed that not everyone is comfortable with living in the present day.

There were always better times than the ones that are being lived now. He acknowledged that there are those who wish not to participate and are not comfortable living in the outside world. Through Williams' genius use of symbols

he was able to convey his ideas to the reader. He made relationships with the symbols and the actions of the characters. Along with these symbols he also used the characters incapability of living in the present to convey the harsh realities that they faced in the modern world.

Laura's character is the representation of discriminated feminist, it can be seen from her characteristics of obedience and lack of confidence. These characteristics are commonly found in the discriminated feminist. Most of the time, they are obedient to the rule patriarchy because they do not have enough confidence to compete with the men.

The character of Laura Wingfield is one of the five characters in the drama. The title itself is *The Glass Menagerie*. It deals with the collection of glass animals that belongs to Laura. The collection makes her live in her own world. Laura's physical and emotional defect is not only a huge problem for her but also for her brother, Tom, and her mother, Amanda. Her condition of being unable to be autonomous becomes the center of the main problem arises in the story. Laura's actions and utterances have a strong influence on Tom and Amanda. Problems and conflicts faced by them are also getting bigger mainly because of Laura's condition.

First, in the lack of confidence, Jim is the one who bravely and straightly says that in scene seven. The purpose is to build up Laura's confidence so that she can be more superior of herself. Jim says:

Yep – that's what I judge you to be your principal trouble. A lack of confident in yourself as a person. You don't have a proper amount of faith in yourself. I'm basing that fact on a number of your remarks and also on certain observation I've made. (378)

Mostly she is not confident when she meets people. She is too frightened to join them because she views herself lower than the fact. At the time meeting Jim in the dinner, her movement, face, and gesture show that she is not confident.

Realizing she makes bad mark in high school, Laura continues life with her collection of the glass animals and old phonograph record. What she does every day are keeping, washing,

or taking care the glass menagerie and playing old Victrola that belonged to her father. She does them whenever she is not helping her mother doing housework.

Laura spends her time to keep her own glass collection of animals. She loves them very much. She decides to take care of them rather than to affiliate with other people. She fails to have relation with others because of her inferiority complex. This is proven as follows.

Tom : She lives in a world of her own – a world of little glass ornaments, Mother.... She plays old phonograph record and – that's about all. (366)

Jim : What are you doing now?

Laura : I don't do anything –much. Oh, please don't think I sit around doing nothing! My glass collection takes up a good deal of time. Glass is something you have to take good care of. (378)

The glass menagerie is her friends. She tends to be with them and has her own world with them. Her collection is her imaginary friend to talk to and share the problems with.

Laura is not confident to deal with people and values herself low. She feels her foot defect is nasty because people keep away from her. This feeling is proven on the statement said by Laura below.

Amanda : Girls that aren't cut out for business careers usually wind up married to some nice man. Sister, that's what you'll do! Laura : But, mother – Amanda : Yes? Laura : I'm – crippled! Amanda : Nonsense! Laura, I've told you never, never to use that word. Why, you're not crippled, you just have a little defect – hardly noticeable, even! When people have some slight disadvantages like that, they cultivate other things to make up for it – develop charm –

and vivacity – and charm! ...
(354)

Laura's lack of confidence is clearly shown from her utterances above. Looking herself in low rate and thinking the foot defect all the time as her imperfectness haunt Laura all the time. Although both Amanda and Jim have convinced her that the defect is hardly noticeable, she is still not confident.

The negative feelings of her such as being painfully shy and dependent and also judging herself low rate hinder Laura to establish contact with reality, with social life, with people. Furthermore, a sense of disappointment of the defect stays in her mind. She has tried to overcome it by being superior but failed. She is dreadfully scared of other people's judgment to her.

Jim : You were shy with people!
Laura: I tried not to be but never could –
Jim : Overcome it?
Laura: No, I – I never could!
(376)

The failure to be superior builds a feeling of inferior. Instead of getting friends outside as she wish, she tends to move away from others. So, unconsciously she represses the affiliation need. In condition she is unable to make friend she conducts repression.

Collecting the glass menagerie is the result of the repression. Actually, she has a desire to make friend and hang out with them as other women do. Unfortunately, the defect obstructs her to approach her friend. She believes that no body wants a cripple to be their fellow. As a result, her ego starts working and conducting a defense mechanism. The defense mechanism chosen is repression. She represses her desire to be with others by doing her hobbies. The menagerie plays as her friends. In fact, there is still no one beside her as a friend.

Laura seeks for security by withdrawing herself from others. It also happens in Laura's daily life. She never allows close relationship with others but set up a world of her with the glass animals. She prefers to establish her own privacy and isolates herself rather than builds her social world.

The real Laura is actually her wishes to interact with friends, to affiliate with people, and

to be with others. Since she is too shy and too lack of confident, she feels alienated by them. The truth is that she is not secure among the people watching her. It creates a perception in her mind that they do not want her. Finally, Laura prefers to build her private world rather than to be with others. It is a place in which she senses a safety. So, the motivations of collecting the menagerie and play the old phonograph record are based on self actualization need, belonging need and safety need.

Actually, Laura is hurt heavily. the reader can conclude that her defect does not hinder her in doing several actions. However, it hurts her emotional and psychological side. Understanding that sadness is hurt, she is never ever willing to hurt others. Moreover, viewing Tom's condition above, Laura takes an action not to hurt anyone. Even, she is trying to be nice to others or to pleasure others because she knows feeling hurt is painful.

Second, the characteristic of Laura as the discriminated feminist is the obedience. One characteristic of Laura is that she always obeys what her mother asks to her. She does not want to make Amanda sad and angry. She can be categorized as a docile person. One more proof is at the time she cries loudly because of Tom's accidentally breaking her collection. This is totally contrasted with her daily behavior. She is usually shy and silent.

In the dinner scene, when they have dinner, she will clean the table and wash the dishes. Since Amanda believes that there will be a gentleman caller comes, she does not permit her to. The dialogue is as follows.

Laura : Mother, let me clear the table. Amanda : No dear, you go in front and study your own typewriter chart. Or practice your shorthand a little. Stay fresh and pretty! – It's almost time for our gentleman callers to start arriving. How many do you suppose we're going to entertain this afternoon? (Page 351; scene 1)

Every time Amanda orders or requests or asks Laura to do something, the daughter will obey her. Obeying anything Amanda's orders is the way she can actualize herself. She realizes that her ability is just serving and helping

mother. Thus, doing housework is her activity to show her potential.

Laura's love to her mother is shown by helping Amanda those ways. She wants to show and give her love to Amanda and also wants to receive love from mother. Since she does not any friend to talk to unless the family, she then devotes herself for giving and receiving love for and from the family. The reasons why she never hurt anyone is just because she does not want to be hurt either. All she wants is love.

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receive love from mother. Since she does not any friend to talk to unless the family, she then devotes herself for giving and receiving love for and from the family. The reasons why she never hurt anyone is just because she does not want to be hurt either. All she wants is love.

IV CONCLUSION

Amanda and Laura represents the different kinds of feminist in literary work, Amanda is the strong woman as the representation of ideal feminist, whereas Laura is the weak woman as the representation of discriminated feminist. Amanda, a typical southern belle, trapped by the cruel reality, seeks comfort from her glorious past and causes her isolation from her life, which

is the embodiment of her alienation. Laura, a fragile and terribly shy girl with a crippled leg, withdraws completely to her own world made of glass animals and eventually isolates from the society. It is her disability and the family environment cause her isolation from the society, which is just the embodiment of her alienation.

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THE USE OF CODE MIXING IN THE SCRIPTS OF BERITA RANAH MINANG TVRI SUMATERA BARAT SINCE JANUARY UNTIL DECEMBER 2018

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Abstract

This research is about of code mixing at Television News Program TVRI Sumatera Barat. The research problems are (1) What types of Code Mixing is used in the scripts of Berita Ranah Minang. (2) What are the reason of using code mixing and (3) What does language matrix as language in code mixing. The objective of this study are finding out the levels of code mixing and to explain the factor of using code mixing in scripts of Berita Ranah Minang.

The research uses descriptive and qualitative research. Technique of collecting data are (1) reading whole scripts since January until December, (2) collecting the data, the data are purposive data in the forms of word, phrase, idiom and baster, (3) classifying into five levels of code mixing, (4) reducing the data which has been selected based on the theory, it involves the process of selecting and focusing the raw data into refined data. The researcher uses content analysis which focuses on analyzing levels and factors of code mixing in script Berita Ranah Minang.

This research finds five levels of code mixing in script. Those are word level, phrase level, baster level and idiom level. The dominant level of code mixing is word level. The research also finds factors of code mixing. Those are code usage limitation, popular term, domicile and time of conversation, conversation topic, function and aim. Code mixing happens because of the characters have some characterization influences code mixing. The character that has prestigious, high level life style, modern characterization produce code mixing in a level phrase.

Keywords: Sociolinguistics, code mixing, news program, Berita Ranah Minang, scripts

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I INTRODUCTION

Today, many media publications are usually using 'code mixing' in presenting information. This fact also happens in TVRI Sumatera Barat, one of the electronic media in West Sumatera. TVRI Sumbar has several programs and news, such as Berita Ranah Minang, Sumbar Sekilas, Sumbar Membangun, Pesona Sumbar and etc. These programs provide

a new information everyday about local issue of politics, economics, social, technology, sport and several other categories.

TVRI Sumatera Barat presents the news by using Indonesian language that most of them are mixed with some English lexical items. English is a foreign language in Indonesia that is considered as an important language to learn

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because as a global language, English can improve the development of education, technology, art and culture in Indonesia. TVRI Sumbar not only uses English when presenting information, it also borrows some foreign words because Indonesian language does not have proper vocabulary items to describe those words.

Wardhaugh (1986:103) stated that Code Mixing occurs when the speaker uses two languages together and they change from one language to another language in the course of a single utterance. While Yule (2006:54) added that Borrowing is the taking over of word from other language. Code Mixing or Borrowing makes the readers/ listeners and viewers easier to interpret the news when their first language cannot express what they are meant to be.

In addition, the use of Code Mixing in electronic media today may be intended as modernity, such as online media can only be

accessed by using internet via laptop or Smartphone. It shows that people who are highly educated or in high class society that are able to watch this news program. Hence, since this phenomenon has become an interesting to study, the writer are interested in doing research on Code Mixing, especially the use of Code Mixing in the scripts of Berita Ranah Minang at TVRI Sumatera Barat by using Sociolinguistics approach. For example “*Selama operasi singgalang, polda sumbar mengerahkan sejumlah personil kepolisian untuk **standby** selama lebaran idulfitri agar dapat berjalan **safely***”.

In that utterance, announcer is speaking using both bahasa Indonesia as her mother tongue and English as the second language. That utterance is contained code mixing phenomenon. It is because there are some insertions of English word within bahasa Indonesia sentences.

II RESEARCH METHOD

The researcher classified the data in this research based on the level of code mixing. The data that are found is qualitative data. This qualitative data that are in the form of code mixing can be analyzed in content analysis. As mentioned in the Chapter II, this research uses sociolinguistics approach. It emphasizes the using of language in the social context and the situation in social life. In this research, the data are analyzed by the research on the data classification.

The data of code mixing which are analyzed by the researcher are collected from scripts of Berita Ranah Minang. In scripts of Berita Ranah Minang, the researcher found code mixings in its various levels. They are code mixing in the form of word, phrase, baster, and idiom.

After the processes of data reduction, the whole data of English-Indonesia code mixing that are found by the researcher in scripts of Berita Ranah Minang are 140. The classifications of code mixing word level are 87 data, codes mixing of phrase level are 36 data, codes mixing of baster level are 13 data, and code mixing of idiom level are 4.

It can be inferred that the highest number of code mixing in scripts of Berita

Ranah Minang is code mixing in form of word which attain 87 data, the fewest number of code mixing are in the form of idiom which has 4 data, whereas code mixing of reduplication or repetition and code mixing clause level cannot found in the scripts.

Code Mixing of Word Level (CMWL)

Word is the smallest unit of language consists of a morpheme or more than a morpheme. One of code mixing comes into being by inserting English words into Indonesian utterances. Sometimes it happens when Indonesian utterances contain different words from to other language especially English. Then, the insertion of word can be classified into eight groups; they are the insertion of noun, adjective, verb, adverb, conjunction, exclamation, and preposition.

Code Mixing Phrase Level (CMPL)

Phrase is grammatical analysis to refer to a single element of structure typically containing more than one words, and lacking the subject and predicate structure typical of clauses. Phrase insertion here a sequence of words which is semantically and often syntactically restricted, and functioning as a single unit

Code Mixing of Baster Level (CMBL)

Baster is a combination of two elements and creates one meaning, the form of baster basically form of English and there is an addition of Indonesian slang affixation. Baster of affixation is formed from two component, they are Indonesian affixes and English word. This kind of baster must contain English and Indonesian elements in order to form transformational word.

Code Mixing of Idiom Level (CMIL)

Idiom is group of words with a meaning that is different from the meaning of the individual word. It means that idiom creates new meaning that is different from the real meaning of each word.

Matrix Language

In code mixing studies, the dominant language is often called the matrix language, into

which elements from the embedded language are inserted. Besides Indonesian and English that used in scripts of berita ranah minang program's, the writer also found other language, that is Minang language. This is because of factor the code usage limitation. Limitation factors happen if the speaker uses code mixing because of the speaker does not understand about word, phrase in basic language which used.

Factors of code mixing stated by suwito are described on the research findings. Levels of code mixing are influenced by factors. The dominant factors of code mixing are function and aim. The reporter mix Indonesian with English because of the function of English insertion Indonesian sentences. It is also caused by the aim where every sentence has a relation in causing code mixing. Based on the analysis above, it is found that a character who has prestigious, high level life style and modern characterization produces code mixing in a clause level more. Then, the habitual is also produce code mixing in word level.

III RESULTS AND DISCUSSION

In news program of *berita ranah minang*, the researcher found some code mixings, the data are classified into four levels according to suwito's theory. They are code mixing in form of word, code mixing in the form phrase, code mixing in the form of baster and code mixing in the of idiom. The whole data found in berita ranah minang's script are 140. It can be classified into code mixing word level are 87data, code mixing of phrase level are 36 data, code mixing of baster 13and code mixing of idiom are 4 data.

From the research, the researcher conclude the highest number of code mixing in script of berita ranah minang is code mixing in form of word which attain 87 data, the fewest number of code mixing are in the form of idiom which has 4 data.

The five factors in causing code mixing are very influence to this script. The sentence

influence by the factor, they are speaker character, domicile, topic, main topic, conversation level. The most dominant factors are function and aim, topic and popular term usage written by the reporter in berita ranah minang's scripts.

Besides that, code mixing words were used as stylistic use of a language. Without a doubt English language is the most influential language of the contemporary world. As a result, English language has begun to influence other language, especially Indonesian, in enriching their vocabularies. But it was not only English that used in script of berita ranah minang's TVRI Sumbar programs, there were also found minangnese codemixing words.

IV CONCLUSION

According to the result of the research as has been described, the researcher would like to give some suggestion. Some suggestions are pointed to The next researcher; The result of the research can be used as references in studying linguistics, especially about sociolinguistics and more specific into code mixing which is employed by the reporter of media electronic. It had better if the next researcher also takes a discussion in other media. The researcher who can also develop this research in not only limited by the levels and factors of code mixing, but also it can be added by code mixing usage purpose,

analyze with the structure and culture more detail.

Even to The reader; The result of this research may helpful for the reader to know that English can also be learned by media electronic (television), especially news program. The code mixing itself not only can be found orally from daily conversation, but also it can be found in the script of news program. By reading this research, the researcher hopes that the readers can develop the language by using more than one language to face the modern life style.

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JURNAL ILMIAH PENDIDIKAN SCHOLASTIC

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2. Pengutipan teori dari buku berbahasa Jepang menggunakan.

- Ms Mincho 11;
- Times New Roman 11;
- Cetak miring;

Diterjemahkan ke dalam bahasa Indonesia dengan.

- Huruf Times New Roman 11;
- Pengutipan dari buku berbahasa Indonesia atau Inggris mengikuti Sistem APA 2009;

3. Data penelitian dengan tulisan Jepang disajikan dalam.

- Ms Mincho 12;
- Times New Roman 12;
- Cetak miring;

Diterjemahkan kedalam bahasa Indonesia dengan.

- Times New Roman 12;

4. Daftar Pustaka Jika dalam tulisan Jepang, dituliskan berdasarkan urutan tahun terbit buku dari tahun terbaru menggunakan.

- Ms Mincho 11;

Sumber buku yang ditulis dalam bahasa Indonesia atau Inggris (Alphabet) ditulis setelah daftar Pustaka menggunakan.

- Sistem APA 2009;
- Times New Roman 11;

5. Tata cara penulisan naskah.

Seluruh naskah mulai dari judul sampai daftar pustaka ditulis dari tepi kiri.

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Anak Judul : Huruf besar kecil, Times New Roman 14;
Penulis : Times New Roman 14, Cetak tebal;
Afiliasi : Times New Roman 11;
Abstrak : Times New Roman 11;
Tubuh : Times New Roman 11;
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Jika artikel dalam bahasa Jepang, abstrak ditulis dalam bahasa Indonesia, dengan cara penulisan yang sama dengan artikel bahasa Indonesia.

1. Pengutipan teori dari buku bahasa Jepang disajikan dalam Ms Mincho 11, kemudian ditulis dalam bentuk Alfabet dengan huruf Times New Roman 11, cetak miring, dan diterjemahkan ke dalam bahasa Indonesia, dengan huruf Times New Roman 11.
2. Data-data penelitian ditulis dalam MS Mincho 12 dengan huruf Times New Roman 12, cetak miring dan diterjemahkan de dalam bahasa Indonesia, dengan huruf Times New Roman 12.
3. Daftar Pustaka:
Semua sumber informasi yang digunakan peneliti dalam penelitian, jika dalam tulisan bahasa Jepang, ditulis berdasarkan urutan tahun terbit buku dari tahun terbaru, dengan menggunakan Ms Mincho 11. Sedangkan sumber buku yang ditulis dengan menggunakan Alphabet ditulis setelah daftar pustaka menggunakan tulisan Jepang.



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