

ADDRESS FORM OF SLANG CONSTRUCTION FOUND IN BATAM: TEENAGERS' PERSPECTIVE

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ABSTRAK

Penelitian ini bertujuan untuk menemukan konstruksi pembentukan bahasa sapaan slang (address forms) dalam kehidupan remaja di kota Batam. Metode yang digunakan dalam penelitian ini adalah Metode Agih Sudaryanto (2015:27). Penggunaan Metode Agih untuk melihat konstruksi bahasa sapaan slang itu sendiri. Metode pengumpulan data dalam penelitian ini ialah metode cakap dengan teknik Cakap Semuka (CS) terhadap 50 remaja yang di wawancara secara acak di tiga kecamatan terbesar di Batam yaitu Batam Center, Batu Aji dan Tiban. Penelitian ini fokus pada dua bentuk kelompok bahasa sapaan (address forms) yaitu sapaan dalam kekerabatan (kinship terms) seperti ayah, ibu, paman, tante, kakek, nenek dan sapaan dalam pertemanan (friendship terms). Dari hasil penelitian ditemukan antara lain formula konstruksi dalam pembentukan bahasa sapaan slang dalam kekerabatan (kinship terms) yang dapat dilihat dari sebutan 'ayah-ibu' dicontek dari bahasa daerah lain seperti Betawi dengan mengganti awalan silabel 'Nya' ke 'Nyo' lalu ditambah silabel 'Kap' dan menjadi "nyokap' dan 'Ba' diganti menjadi 'Bo' dan ditambah silabel 'kap' dan menjadi 'bokap'. Kemudian kata 'Mami' dan 'Papi' dibagi kedalam dua silabel 'Mam+i' dan 'pa+pi'. Untuk menjadikanya bahasa slang suara 'i' harus didahului oleh suara 'Sk' dan menjadi 'Mam-Ski' dan 'Pap-Ski'. Untuk kata sapaan lain seperti kakek-nenek, paman-tante, kakak-adik semuanya diambil dari bahasa daerah lain seperti Betawi, Jawa dan Sumatera. Sementara untuk kata sapaan teman (friendship terms) itu diciptakan dengan tiga cara yaitu antara lain Variation Adoption of Basic Word, English Language use, and new construction.

Kata kunci: Address forms, Slang, Konstruksi

INTRODUCTION

One mark of an informal style is the frequent occurrence of slang. Almost everyone uses slang on some occasions but it is not easy to define the word. According to Gemilasari (2013) slang has been defined as one of those things that everybody can recognize and nobody can define. Regardless of social position, almost all people use slang from time to time. According to Trask (2001:201) slang is another word that is difficult to define, but expresses a concept that is understood by almost everyone; probably the fundamental quality of a slang term

is not generally accepted. Slang words may come about by combining a word, by introducing a completely new word. Slang expressions have come and gone ever the year, same to return again but other never do. At the sometimes, though some slang expressions are remarkably resilient, persistent and survive over long period of time.

In English language address, people usually use the first name (FN) to address someone who is close each other whether younger or older (including such common nicknames as 'Bob' and 'Jim'). Title and Last

Name (TLN) use if the speakers do not close enough, in the other words they just know each other such as with Mr.,Mrs.,Dr. And so on as titles. For slang language, address form can be formed into several formula that spoken by teenagers such as 'Nyokap' when they address their mothers, 'Bokap' when they address their fathers, and 'Bro' when they call their friends with the same age.

Teenager is very creative and productive human being in producing new word in communication and interaction. When talking about slang it means cannot be separated from talking about teenagers' creativity. Teenagers tend to use slang language in their daily communication especially in informal situation. According to Richard in Gemilasari (2013:143) slang is used for a very informal speech variety which often serves as an "in group" language such as teenagers, army and pop group. Slang is considered as a result of the rapid growth of the new word or term that is happening. It is such kind of teenagers' creative expression to make the words simpler and efficient to be spoken.

Based on the phenomena of slang language above, the writer concerns to figure out specifically the way how teenagers in Batam construct slang language in their community especially in the form of address form.

Sociolinguistics

Stockwell (2003:11) states that, sociolinguistics is a concerned with relationship between language and context in which it is used. It means that sociolinguistics deals with the social factors. Sociolinguistics is also interested in the different types of linguistics variation use to express and reflects social factor

as slang that the writer wants to analyze. In addition, sociolinguistics is the radical wing of the discipline. Sociolinguistics are field researchers; they go out collecting data from ordinary people about their actual language use, and on the basis of the evidence they construct theories as to how and why language changes. Sociolinguistics is concerned with the correlation between such social factors and linguistic variation. The factors meaning is, age, gender, jobs, and religion".

The quotation means that the sociolinguistics relates to the people and language used. It also has a few fundamental concepts; they are speech community and social networks. Speech community is a concept of sociolinguistics to describe about unique language that is used by a group, just like jargon and slang. In addition, a social network is a way to link between someone to other people in different place. According to Chaer in Fasya (2013) "sociolinguistics is any study of language in relation to society". In addition, Chaika (2008:479) stated that sociolinguistics is concerned with the diversity of language as it related to various sociological factors. Participants, setting, topic, function, social distance, status, formality, and two functions are social factors that influence people in communication.

Language Style

According to Holmes (2001:223) language varies according to its uses as well its users, according to where it is used and to whom, as well as, according to who is using it. It is known that language style is a language produced by addresser and writer caused by how the way

using source language in choosing of word and pattern of arranging of the words. The study of that variation in language (style) which depends on the situation in which the language is used and also on the effect the writer wishes to create stylistics. Stylistics is concerned with the choices that available to a writer and the reason why particular forms and expressions are used rather than others.

Kind of Language Style

According to Hilman (2012:115) style of language can be classified into informal and formal style. In informal styles here are refer to the use of language for intimate condition such slang and colloquial which are used among friends. They use in some occasion, they combining old words into new meaning. Usually slang and colloquial varies from region because they are developing in a community.

On the other hands, Holmes (2001:22) states that informal language is the same with casual style. There are two style of language that can be classified into casual language's circumference; they are slang and colloquial style. However in this research the writer focused on slang only.

Slang and its form

According to Yule (2010) slang is used for a very informal speech variety which often serves as an "in -group" language such as teenagers, army, pop group, etc. The word slang is used only known by the group itself. The word actually has informal language. The slang has been defines as one of those that everybody can recognize and nobody can define. Slang words almost could not be found in dictionary. Slang is

informal, non- standard English vocabulary that provides effective shorts cut in expression because it is often vivid and sharp. Like idiom, slang is part of native speaker's informal talk.

Slang is traditionally considered as a vulgar, and rude form of language with a strong color of irreverence and yet vitality in a society. It is generally labeled as a linguistic taboo which should not be appearing in most formal social occasions. Slang is one of the language style belong to more information language that mostly used by youth. It will always be developed on and on appropriately with the youth's language development that can fulfill their need in using language. Zhou (2013:2209)

Forms of slang consist of word and phrase. One single word could be slang depending on the context, and it also applies on phrase Paltridge (2003:46). Slang words are formed by a variety of processes, of which the following are the main ones. Word is a row letter that is flanked by two spaces, and has meaning.

Meaning of Slang

Meaning of slang is based on context. It cannot be analyzed by using common dictionary; it must be taken by real sources Paltridge (2003: 49). The word slang is only known by the group itself. The word actually has informal language. The slang has been defined as one of those that everybody can recognize and nobody can define. Slang words almost could not be found in dictionary. Slang is informal, non -Standard English vocabulary that provides effective short cuts in expression because it is often vivid and sharp. Like idiom, slang is part of native speaker's informal talk.

Address Forms

Addressing is the word use to address somebody in speech or writing. The way in which people address one another usually depends on their age, social status and personal relationship. In addition, Kridalaksana (1993) says that addressing can be in the form of morpheme, word, or phrase that is used to address someone in different situations and it is used to relate between the speakers. On the other hand, Fasold, (1990:1-2) defines the address forms as the words speakers use to designate the person they are talking to while they are talking to them. Forms of address have been analyzed and differentiated between types of participants in different social situations and rules proposed to explain the speaker's choice of terms. English speakers have it easy compared to speakers of most languages on the world. We need only decide what name to use and can probably even avoid using any name at all for quite a long while.

Brown and Ford in Fasold (1990:8) said there are two kinds of address form that is First Name (FN) and Title Last Name (TLN). In American English address First Name (FN) is used if participant same age or younger than informant. Title and Last Name (TLN) is usually used in informal situations to call the higher occupation status but the lower occupation status and to express respect.

From the definitions above can be concluded that address form is part of greeting that is used to show power solidarity. On the other hand, that address form is the word or words used to address somebody in speech or writing. The way in which people address one another usually depends on their age.

Term of Address Form

According to Wijana in Thamrin (1999) classifies the terms of address in Bahasa Indonesia into seven categories. They are; namely pronouns, kinship terms, occupation terms, names, transpositional adjective, friendship terms, and religious terms. The personal pronoun of Bahasa Indonesia which is usually used is 'Saya' or 'Aku' both words mean I. The kinship terms which are usually used by Indonesian speakers, are ayah 'father', ibu 'mother', etc. Occupation terms that refer to job or profession like teacher, doctor, etc. Names word (s) by which a person or thing is known, for example: in Indonesia names may consist of one, two words or more. Transpositional adjective function as nouns, like *manis*, 'sweet', *sayang* 'love' are commonly used for expressing love, affection. Friendship terms people of the same rank or status are addressed with several address terms, such as '*kawan, teman, sahabat dan rekan*'. Religious terms can be used by all people regardless what religion they have such as *pak haji, ustadz, habib* etc.

Social Factors that Influence to Use Address Form

Social factor also influence in selecting the address form. According to Holmes (2001:12) if one address greets somebody the choice of address form depends on the participant, social setting, topic, and function.

1. The participant: who is speaking and who are they speaking to? How well do they know each other, i.e. what is the social distance between the participant? Are they strangers, friends or brother.

2. The setting or social context of the interaction: where are they speaking? For example: the variety used for a formal radio lecturer will differ from that used for adverts.
3. The topic: what is being talking about? In some cases the topic has proven an influence of language choice, for example: university students in countries which use English for tertiary education, such as Tanzania, Indonesian and Papua New Guenia, often find it easier to discuss their university subjects from Hemresget used standard Nowergian rather than the local dialect to discuss national politics.
4. The function: why are they speaking? What is the language being used for? Is the speaker asking a favor or giving orders to someone?

Below are social factors that influence the used of address based on Richard (1985):

1. The participant is a person who is present in a speech event and whose presence may have influence or what is said and who is said. So, participant has to pay attention with which he/she is speaking too and the relation between the participants can change the used to address.
2. The setting is the time and place of speech event. A conversation can take place in the school, at home, a garden, etc. In informal and formal situation like meeting, wedding party, etc.
3. The topic means that what is the talking about or written about. Topic formal can be classified in to two kinds, formal topic and informal topic.
4. The function. Why are they speaking? What is the speaking used for? It can be two show respect and intimate.

Domain

Domain is an area of human activity in which one particular speech variety or a combination of several speech varieties of regularly. Domain can be considered a group of related speech situation. According to Fishman in Holmes (2001:21) a domain involves typical interaction between typical participant and typical setting. Certain social factor also has proved very useful, particularly when describing code choice in large speech communities. A number of such typical interactions have been identified as relevant in much different kind of speech communities.

RESEARCH METHOD

Technique of the Collecting data

In collecting the data, the researcher applies the method that proposed by Sudaryanto (2015:201) called as *Metode Cakap* or interview method. In doing this method, the writer also involves *Cakap Semuka* technique which directly make an interview to the informants.

In this research the writer team collects the data by applying some steps, they are:

1. The researcher interviews informants from teenagers who the range of their age is 12-19 years old who live in Batam.
2. The researcher asks each informants about the data required in this research by using questionnaire designed by the reserachers. The reserachers give some question like what forms of slang language you use, what is the meaning of the slang language you use, what are the reasons to use the slang language, etc.
3. During interview the researcher takes the picture and record the conversation between informant as a document of research

4. After that, the researchers write all data in the note-taking and classifies based on form and social factor.

After collecting the data, the researchers try to process the data based on form, meaning and reasons of using the slang language by teenagers, than selecting the data that relevance and analyze the data based on the theory.

The research model that is applied by the reserachers in this research is descriptive qualitative research. Sugiyono (2014:5) said that, there are three types of reseacrh model, they are qualitative, quantitative and mixed method. Qualitative research is a processing of research which is have a result descriptive data like spoken or written language. According to Creswell in Sugiyono (2014:125) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; colecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data.

Analyzing Data

In this research the writers apply the technique that proposed by Sudaryanto (2015:27) called as *Metode Padan* and *Metode Agih*. *Metode Padan* is used by researcher team to find out teenager's perspective in use of slang language. Meanwhile, aplying of *Metode Agih* is to figure out the forms of slang language and its address forms formula. The technique for *Metode Padan* applied by writer team is *Mitra wicara* technique or pragmatism technique and the

technique for *Metode agih* applied is *Bagi Unsur Langsung* technique with some other followed techniques such as expansion technique. These above concept are done by several steps as follow:

- a. *Data Redution*. The data are obtained in the field will be choosen and summarize according to the data need in the research.
- b. *Data Display*. It is aimed to ease the researcher to see the general description of the data base on the theory decided.
- c. *Verification*. The data are obtained will be verified continously during the research to get the valid data in this research.

Method of research applied in this study is descriptive qualitative. For collecting the data, the researcher took around 50 informants from teenagers to be interviewed using Sudaryanto methods that are *Metode Cakap* and *Cakap Semuka* technique. In conducting analysis the researcher also applied the technique that proposed by Sudaryanto (2015:27) called as *Metode Agih*. Apllying of *Metode Agih* is to figure out the forms of slang language and its construction used by teenagers in Batam

Terms of Address Forms of Slang language

In slang language, the address form used by teenager's community in Batam is different from standard language used by people normally. To make it clear the researchers will explain the address forms of slang language in the following and analyze them in the terms of kinship terms and friendship terms such as *mother, father, grandfather, grandmother, uncle, aunt, elder brother, younger brother, and friend*.

Kinship Terms

The choice of kinship terms are determined by rather different factors than those of personal pronouns. The kinship terms which are usually used by Indonesian speakers, are *ayah* “father”, *ibu* “mother”, etc.

Table 1

Slang Address Form of ‘ibu’ and ‘Bapak’

No	Kinds of Slang Language	
	Slang Forms	Meaning
1	Nyokap	Ibu/Nyak
2	Mamski	Ibu/Mami
3	Bokap	Bapak
4	Papski	Papi
5	Mamak	Ibu
6	Mom	Ibu
7	Nyak	Ibu
8	Dedi	Bapak
9	Babe	Bapak

The rules of forming slang address forms for kinship term ‘mother and father’ can be explained below:

1. Change of sound and ‘kap’ syllable addition

The data of slang address form of ‘ibu’ or mother and ‘bapak’ or father displayed in the table 1 above describes the slang address forms are imitated by teenagers from regional language of Betawi ‘*Nyak*’ and ‘*Bapak*’. Initial first syllable ‘*Nya*’ change to ‘*Nyo*’ and add syllable ‘*Kap*’. This formula also happened for address form of ‘*Bapak*’. Initial first syllable ‘*Ba*’ change to ‘*Bo*’ and add syllable ‘*Kap*’ becomes ‘*Bokap*’

Nyak = ‘*Nya*’ change to ‘*Nyo*’ + ‘*Kap*’
becomes ‘*Nyokap*’

Bapak = ‘*Ba*’ change to ‘*Bo*’ + ‘*Kap*’
becomes ‘*Bokap*’

2. Additional syllable ‘Ski’

The second way of making slang language for address form of mother and father can be seen from the discussion below:

- The word ‘***Mami***’ is divided into two syllables ‘*Mam+i*’. To make it slang the sound ‘*i*’ must be preceded by the sound ‘*Sk*’ and becomes ‘*Mam-Ski*’
- The word ‘***Papi***’ is divided into two syllables ‘*Pap+i*’. To make it slang the sound ‘*i*’ must be preceded by the sound ‘*Sk*’ and becomes ‘*Pap-Ski*’

3. Purely taken from other regional and foreign language

The last formula for having slang address form of ‘ibu’ and ‘bapak’ is purely taken from other regional and foreign language without any changing. It can be seen from the example below:

- Mamak*** is the address form of ‘ibu’ taken from South Sumatera
- Mom*** is the address form of ‘ibu’ taken from English language
- Babe*** is the address form of ‘bapak’ taken from Betawi language
- Dedi*** is the address form of ‘bapak’ taken from English language

Table 2**Slang Address Form of ‘Kakek’and ‘Nenek’**

No	Kinds of Slang Language	
	<i>Slang Forms</i>	<i>Meaning</i>
1	Engkong	Kakek
2	Buyut	Kakek
3	Nyiak	Kakek
4	Atok	Kakek
5	Aki	Kakek
6	Opah	Nenek
7	Ninik	Nenek
8	Uwak	Nenek
9	Eyang	Nenek
10	Empong	Nenek

The data displayed in the table 2 above describes the forms of slang address forms of ‘kakek’ and ‘nenek’. The slang address forms above also purely taken from other regional address forms such as Betawi, Sumatera, Melayu and Java. The use of these slang address forms is allegedly influenced by different cultures and languages of teenagers.

- Engkong is address form of ‘kakek’ that is used by Betawi people
- Eyang is address form of ‘nenek’ that is used by Java people
- Atok is address form of ‘kakek’ that is used by Sumatra people.

Table 3**Slang Address Form of ‘Paman’and ‘Tante’**

No	Kinds of Slang Language	
	<i>Slang Forms</i>	<i>Meaning</i>
1	Tulang	Paman
2	Uum	Paman
3	Encang	Paman
4	Emang	Paman
5	Cak	Paman
6	Bibi	Tante
7	Bulek	Tante
8	Uncu	Tante
9	Teteh	Tante
10	Ante	Tante

The allagation of taking other regional and foreign language as slang forms that are used by teenagers can be seen from the data displayed in the table 3 above. All of address of ‘paman’ and ‘tante’ above also purely used by people from other regional such as Sumatera, Betawi, and Java.

- Tulang is address form of ‘paman’ that is used by South Sumatra people
- Encang is address form of ‘Paman’ that is used by Betawi people
- Emang is address form of ‘paman’ that is used by Java people
- Teteh is address form of ‘tante’ that is used by West Java people

Table 4**Slang Address Form of ‘Kakak’and ‘Adik’**

No	Kinds of Slang Language	
	<i>Slang Forms</i>	<i>Meaning</i>
1	Bang	Kakak
2	Mbak	Kakak
3	Mas	Kakak
4	Mpok	Kakak
5	Ayuk	Kakak
6	Ale	Adik
7	Junior	Adik
8	Dek	Adik
9	Adiak	Adik
10	Adex	Adik

The same allagation of taking other regional and foreign language as slang address forms that are used by teenagers can be seen from the data displayed in the table 4 above. All of address of ‘kakak’ and ‘adik’ above purely used by people from other regional such as Sumatera, Betawi, and Java.

- Adiak is address form of ‘Adik’ that is used by West Sumatera people
- dek is address form of ‘Adik’ that is used by Java people

- c. **Mbak** is address form of 'kakak' that is used by Java people
- d. **Mas** is address form of 'kaka' that is used by Java people

5. Friendship Terms

People of the same rank or status are addressed with several address terms, such as "kawan, teman, sahabat dan rekan" all mean "friend"

Table 5
Slang Address Form of 'Teman'

No	Kinds of Slang Language	
	Slang Forms	Meaning
1	La'u	Teman
2	Broh	Teman
3	Girls	Teman
4	Brother	Teman
5	Guys	Teman
6	Ce-es	Teman
7	Bray	Teman
8	Coy	Teman
9	Jack	Teman
10	Sob	Teman
11	Gengs	Teman
12	Way	Teman
13	Sist	Teman
14	Broww	Teman
15	Say	Teman
16	Cin	Teman
17	Ki	Teman

The forms of slang address forms of 'teman' or friend can be seen from the displayed data on the table of 5 above. There are many types of slang address forms of 'teman' can be used by teenagers in their communication. It can be seen from the discussion below:

1. Variation Adoption of Basic Word:

The address form of La'u is duplicated from the basic sound of word that is 'Loe' or refers to the regional address form of Betawi language means you.

- a. Broh, Bray, and Broww are the variation of basic word adoption from the English language *brother* means 'teman'.
- b. English language use: Girls, Geng and Guys are from English language that are used by teenagers to address friends.

Indonesia or English Abbreviation:

- a. Ce-es is abbreviated from Indonesia words 'konco sejati'.
- b. Sist is abbreviated from the word of English 'sister'
- c. Say is abbreviated from Indonesia word 'sayang'.
- d. Cin is abbreviated from Indonesia word 'Cinta'.
- e. Sob is abbreviated from Indonesia words 'sobat/sahabat'.

New Construction:

Way and Ki are the new forms used to address friends in teenagers' communication

CONCLUSION

The address forms of slang are used by teenagers also formed into several ways such is imitation of other regional language. The address form of father and mother (bokap and nyokap) describe the slang language forms are imitated by teenagers from regional language of Betawi 'Nyak' and 'Bapak'. Initial first syllable 'Nya' change to 'Nyo' and add syllable 'Kap'. This formula also happened for address form of 'Bapak'. Initial first syllable 'Ba' change to 'Bo' and add syllable 'Kap' becomes 'Bokap'. The word 'Mami' is divided into two syllables 'Mam+i'. To make it slang the sound 'i' must be

preceded by the sound 'Sk' and becomes 'Mam-Ski'. The word 'Papi' is divided into two syllables 'Pap+i'. To make it slang the sound 'i' must be preceded by the sound 'Sk' and becomes 'Pap-Ski'.

Other kinship terms such as *kakek-nenek*, *Paman-Tante*, and *Kakak-Adik* are mostly imitated from the original regional language such as 'eyang' from Java, and 'Atuk' from Sumatera. For friendship term of slang language can be constructed into several types they are variation adoption of basic word, English language use and new construction.

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EFFECT OF COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TOWARD STUDENTS' READING COMPREHENSION OF PROCEDURE TEXTS (Eleventh Grade students of SMK N1 Padang)

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Abstract:

Kemampuan pemahaman membaca sangat diperlukan dalam pengajaran Reading di SMK. Pengajaran Reading di kalangan siswa SMK masih menemui kendala, khususnya pada teks prosedur. Siswa dituntut untuk memahami teks prosedur sehingga bisa mengikuti standar prosedur dilapangan. Kenyataannya, siswa masih menemui kendala, diantaranya nilai yang diperoleh dalam tes pemahaman membaca rendah. Rendahnya motivasi membaca, rendahnya penguasaan kosakata serta kurangnya variasi teknik yang digunakan guru dalam mengajar menjadi faktor yang mempengaruhi pemahaman terhadap bacaan. Penelitian ini merupakan penelitian kuasi-eksperimen. Populasi penelitian ini adalah siswa kelas 11 jurusan otomotive SMK N 1 2012/2013. Sampel diambil dengan menggunakan teknik klaster acak. Instrumen yang digunakan dalam penelitian ini adalah tes untuk mengukur kemampuan pemahaman membaca. Data dalam penelitian ini dianalisis secara manual dengan rumus uji- t. Hasil dari penelitian ini menunjukkan bahwa pemahaman membaca siswa yang diajar menggunakan teknik CIRC lebih baik daripada pemahaman membaca siswa yang diajar dengan menggunakan metode diskusi kelompok kecil. Jadi dapat disimpulkan bahwa teknik CIRC dapat memberikan efek yang lebih baik terhadap pemahaman membaca. Penelitian ini mengimplikasikan bahwa teknik CIRC dapat digunakan sebagai salah satu teknik dalam pengajaran Reading di SMK N 1 Padang tahun ajaran 2012/2013.

Key Words: *Cooperative learning “CIRC Technique”, Reading comprehension, Procedure text.*

INTRODUCTION

Reading is one of the essential skills for students in vocational school. It is an activity to enlarge students' knowledge according to their field of study. In order to get the knowledge, the students should comprehend the reading materials. The comprehension means the ability of students to explain, retell, paraphrase, summarize, or catch the meaning of the written information.

An important part of reading process is reading comprehension. Dhakal (2010) states

that “it involves the process of extracting and constructing the meaning of the texts and the readers get involved actively in this process by using their background knowledge, vocabulary, grammatical knowledge and the strategies to understand the texts”. It means that the students who are involved in reading actively should comprehend the text well. When they are not able to comprehend the text, they fail to get the information.

In vocational school, reading is also taught to the students. The aim of reading

instruction is to prepare the students to enter business and industry world after finishing their education. Standard competence of the English reading instruction in vocational schools' curriculum is the students should have mastery in comprehending content of the text. At vocational schools, specifically at grade XI, the students are introduced to many different topics of texts. It depends on the students' field of study such as automotive, electricity, machinery, audio video, and building constructions. The aim of using this text is to provide the students with sufficient language skills, especially in comprehending written material related to their subject interests. Procedure text is mostly taught. If the students are able to comprehend procedure text, they can easily do standard operating procedure in their workshop related to their field of study.

However, from the researcher observation, the result of semester 1 test which was taken on December 17th showed that students' in automotive program got very low score among those programs. Many of them had unsatisfied result on their English semester test. The average score of students in automotive classes at grade XI was only 7.0 while the minimum criteria achievement (KKM) of English at SMK N 1 Padang is 7.5 (see appendix 2, page 94). It means many students at grade XI of automotive programs had not achieved the minimum criteria yet and had to follow remedial section to pass the test.

From the interview with some students and observation conducted, there were several problems which caused the students' difficulties in comprehending the texts. The problems was

the students were lack of reading motivation, lack of vocabulary and they got difficulties to identify the main idea of the text, determine topic sentence, and identify supporting detail. In addition, the teachers used the same teaching technique almost all over teaching learning process.

The first problem was students' lack of motivation in reading. It can be seen from researcher preliminary research. She found that most of the students did not give any contribution during teaching reading process. They tended to be passive while the teacher asked them to discuss the material and answer questions that relate to the text, they were unwilling to give response. It means that only few students participated and most of them were lazy. It happened because the materials were not related to students' interest. In addition, the teacher had not applied active learning in reading yet. Therefore, more various activities to make the students more motivated in reading were needed.

Second, low ability in reading comprehension was influenced by the lack of vocabulary. An informal interview had also been done to some students. They said the text was hard to understand. They complained that they didn't know what the word meaning was. They mostly tended to focus their attention on unfamiliar words and consulted the dictionary for the meaning. They did word-by-word translation while reading the text without trying to guess it from the context first. When they did not find the meaning of difficult words, they felt bored to read. As a result, they could not finish the assignment completely.

Third, the problem also came from teacher's side. The teacher was reluctant to use various techniques. The researcher found that the teacher commonly used the same teaching technique almost all over teaching learning process. The main activity of students in learning process was small group discussion. This strategy did not lead the students to engage their skills in comprehending the text. The result of discussion was difficult to determine. When group of students were being asked to do a task, there was only one student did all the work. Wherever the students found difficulties dealing with text, the teacher tended to handle the entire problems by herself. As a result, there was no efficient interaction among the students even they were put in group.

In accordance to the problem above, teachers must be creative in teaching learning process. She/he must make teaching activity which can gain students' motivation, increase students' achievement, gives great opportunities to work together with their partners or peers. The researcher was interested in conducting a research about language teaching technique. Specifically, the technique which can improve students' reading comprehension of procedure text. One of the teaching techniques is Cooperative Learning.

Cooperative Learning is the teaching system which gives the students a chance to work together in group. It gives academically and socially benefits, for example in increasing students' achievement, enrich conceptual understanding and improving motivation (Morgan, et.al, 2008)

Related to those problems found by the researcher, it was assumed that Cooperative integrated reading and composition (CIRC) was more suitable to solve reading problems. However, there was no single teaching method or strategy could solve all the problems when teaching learning process occur, but there were some rationale reasons why using CIRC technique.

First, Students in CIRC which are assigned to team composed of some pairs of students. It is one of the learning techniques based on cooperation. It is design to develop reading, writing and other language skills. In CIRC technique the students would not take the test until their teammates have determined that they are ready. It means that all of the team members need to make sure whether each of members has mastered the material. It makes this technique difference from conventional technique (small group discussion) of teaching reading.

Then, students are working in a series of cognitive activities including: partner reading, treasure hunt activities (brainstorming (word map), treasure hunt questions), retelling the text, and partner checking. Students also work in their teams to master main idea and other comprehension skills. These activities engage the students with more opportunity in analyzing content of text that was given, reduced their dependence on teacher and motivated them in reading material.

Considering the problems above, the researcher was interested in doing a research by using CIRC technique to find out its effect toward students' reading comprehension of

procedure text at grade XI automotive of SMK N1 Padang.

Formulation of the Problems

Based on the limitation of the problem, the problem of the research can be formulated as follows:

- 1) Does CIRC technique give significant effect on the students' reading comprehension of procedure text at Grade XI automotive of SMK N1 Padang?

The Purpose of the Research

The aim of the research was to examine whether:

- 1) CIRC technique gives significant effect on the students' reading comprehension of procedure text at Grade XI automotive of SMK N 1 Padang or not.

REVIEW OF LITERATURE

Reading Comprehension

Reading comprehension is an important skill that needs to be mastered in order to enrich someone knowledge. Reading is the activity of understanding a written text. Grellet (1990:3) states "Understanding a written text means extracting and require information from it as efficiently as possible". It means that for a reader, when he reads there is something that he wants to confirm the opinion of the writer and to check some information.

Dhakar (2010: 1) also adds "reading comprehension involves the process of extracting and constructing the meaning of the texts and the readers involve actively in this process and use their background knowledge,

vocabulary, grammatical knowledge and the strategies to understand the texts".

In accordance to the definition of reading comprehension by the experts, it can be concluded that reading comprehension is a complex process by which the readers take meaning that is expected by the writer and use them to make an interpretation of what they think the writer wants to inform. In reading comprehension, the readers use their background knowledge about the text which is being read and should pay attention to the process how they understand the information from written text and be able to recall the ideas, make conclusion what have been read.

Then, King and Stanley (1990: 44) also add five components of reading comprehension such us identifying the topic, supporting details, determining the meaning of word in context, determining reference and identifying inference. It can be concluded that most of experts give the same point of view component of comprehension skills in reading. It means being a good comprehend in order to catch the message from the text, a reader needs to master those comprehension skills.

In addition, reading comprehension also means making learner aware of the content of text. Johnston in Irwin (2000: 7) defines "reading comprehension as the process of using one's own prior knowledge and it is influenced by the individual readers' characteristics and the texts characteristics".

Furthermore, students in vocational school need to comprehend of procedure text. If they are able to comprehend it, it means they can catch the message of the text and do standard

operating procedure in their field. Here are some explanations of procedure text.

Procedure text

Procedure text is mostly found in people daily life. It can be found in original sources. There are many products, like electronic device, food, and drink, household object, etc which have procedures on its box or pack. Djuharie (2007:39) also explains that “procedure text is a text that contains direction, manual, method, or steps in doing something”.

Moreover, Depdiknas (2004:3) adds that “procedure text shows us how something is done through a series of steps or actions”. In general, procedure text has generic structure. 1) Goal, it is the intention of the activity, 2) List of materials, some things needed to make a certain thing or to do a certain activity, 3) Series of steps sequenced in logical order.

From definition of reading comprehension and procedure text above, the researcher concludes some indicators in order to comprehend procedure text. It related to the components of reading comprehension states by the experts.

The researcher combines the explanations from King and Stanley (1990:44) as indicators of reading comprehension of procedure text which is based on syllabus of vocational school. Such as identifying topic (goal), identifying details information (steps), identifying word meaning based on the context, reference and making inference.

CIRC Technique

Cooperative Integrated Reading and Composition (CIRC) is one of the student team learning techniques which is based on cooperation. Durukan (2010:1) states “CIRC technique is designed to develop reading, writing and other language skills”. It means CIRC technique is not only for direct teaching in reading but also applicability of composition for writing technique. Then, Slavin (2005:60) adds “students in CIRC are assigned to teams composed of pairs of students”. He argues that group in CIRC technique is different from traditional structure classroom because while the teacher is working with one reading group, the paired students in the other groups are working in their pairs try to teach each other meaningful reading and writing skills actively. It means that this technique allows students to take a part in teacher’s activity to check their partner understanding and help each other in performing basic skill-building activities in reading and writing.

The application of CIRC technique in classroom situation is focused on using cooperative learning as a vehicle to introduce practices in recent research on reading and writing. Slavin (1995: 104) states “the developments of CIRC technique comes from the problem of traditional reading, writing and language art instruction”. He proposes four development elements of CIRC technique such as follow up activity, oral reading, reading comprehension and writing/language art.

Meanwhile, Slavin (2005:61) derives “three important components of CIRC technique

namely reading group, text-related activity and direct instruction”.

First is reading group (teams). The students are divided into heterogeneous group which consists of two or four members. The group works together in accomplishing the task. Meloth (1994) in Slavin (2005:61) found that peers in group help each other acquire cognitive strategies. Each member gets the score based on individual work. The best team will get the title “super team” and certificate.

Second is text-related activity. Slavin (2005: 62) states “text-related activity encourage students in analyzing content of text in order to comprehend it”. He states it includes sequence activities. The sequence activities are as follows:

1. *Partner reading*. Students read the text silently and then take turns reading it aloud with their partners, alternating read on each paragraph.
2. *Treasure Hunt*. Students are given questions related to the text structure.
3. *Words out loud*. Students are given a list of new or difficult word used in the story that they must be able to read correctly.
4. *Word meaning*. Students are asked to look up new words in dictionary, paraphrase the definition and write a sentence for each that show the meaning.
5. *Story retell*. Students are asked to retell the story in group and summarize the main points.
6. *Spelling*. Students pretest one another on list of spelling words.
7. *Partner checking*. After students complete each of preceding activities, their partner

initials their assignment that they completed.

8. *Test*. At the end of activity students are given a comprehension test.

Third is direct instruction in reading comprehension. Slavin (2005: 62) states that through the lesson cycle, the teacher conducts direct instruction in reading comprehension skills such as identifying main ideas, drawing conclusions and comparing and contrasting. Students practice these skills in their team. Individual’s quizzes are taken. The score will be counted as the team score.

From the explanation of three components CIRC technique, it can be concluded that the activities in CIRC are organized in guiding the students in analyzing content of text. This technique involves active students’ participation in the learning process.

Furthermore, Calderon, et. al (1997: 80) also states “some activities are related to the text in CIRC technique in order to comprehend it. It calls treasure hunt activity such as brainstorming, text comprehension (treasure hunt questions), retelling, meaningful sentence and partner checking”. These can be explained as follow;

First is brainstorming activity. Calderon, et.al (1997:85) explains a student conduct brainstorming related to the text with chart paper and developed semantic mapping. The maps become word bank for later use during reading, discussion and writing activity. He found “the more familiarity a reader with the content and language of selection to be read, the easier it is to understand”. It means that through brainstorming activity students’ responses

indicated how much knowledge that they have about the topic. As a result, they will get familiar with sufficient language in the text in order to comprehend it.

Second is text comprehension activity. Calderon, et.al (1997:85) states “in text comprehension activity, students with their partner discuss the answer to treasure hunt question about the elements of text (the generic structure of text), look for some clues to support their answer and make inference”. In addition, Croll (1987) in Slavin (2005:62) states “identifying the element of the texts help poor readers to comprehend the content of the text”. At this point, students in each group count off from one to four. Each team of four makes sure that everyone in the group knows the response to the question because the teacher calls out a number-two, for example. All the number two stand up. The teacher calls on any one of the standing students to answer the question (concentric circle). As a result, they do not know who would be asked to represent their group. The students must make certain that all group members know the material. Calderon, et.al (1997:87) states “treasure hunt questions activities ensure comprehension of the text elements”. It means that the groups exposes each member to a broader variety of opinions related to the text and learn new vocabulary.

Third is word meaning. Calderon, et.al (1997: 90) states “students are asked to list of words that are new for them, guess the meaning and write the sentence for each that shows the meaning”. He adds the purpose of this activity is to enhance the comprehension and the use of the words. It is expected that the students help each

other. It means that this activity enrich students vocabulary.

Fourth is retelling the text. Calderon, et. al (1997:92) states “retelling activity entails understanding, remembering and sequence the events and major concepts presented in the text”. He explains that after students read the text and discuss it, the students tell the text to the partner. While retelling the text in group, the member should do pair checking. It is done by taking turn. It means that retelling can evaluate students’ understanding. They need to gain the meaning of the text first before they are able to retell the text. Finally, each group should present it in front of class.

Fifth activity is partner checking. Calderon, et al (1997:92) explains after students complete each of preceding activities, their partners initial a student assignment form indicating that they have completed and achieved specific criteria on that task. Students motivated in accomplishing their task since the total individual scores become the teams’ scores.

As the last activity, Calderon, et.al (1997:92) mentions “at the end of meeting the students are given the comprehension test of the text, writing sentence for each vocabulary, and reading the list of words aloud”. These activities will be done individually without any cooperation. Each member gets the score based on individual work. The result of the test will be the weekly score of the students. The best team of the week will get the title ‘super team’.

Small Group Discussion

Group is a number of people or thing gathered, placed or acting together or naturally

associated (Hornby, 1994). Group can be divided into two kinds: large group and small group. A large group consists of 10 or 11 students and a small group works may consists of 3, 4 or 5 students. Meanwhile, Discussion means learning together to solve the problems. In discussion, they can interact, ask and answer, also debate each other.

One kind of discussion methods is small group discussion. It is categorized on informal learning groups. Furthermore, Ur (1991:8) states that “small group discussion is a group of three or five students in studying, practicing, or discussing a material or subject in order to meet educational objectives”. Chamot et.al (1996:3) adds “working in small group increase the students’ involvement in the discussion”. In other word, it means that students can freely question and share knowledge in achieving learning goal in group but they also get involved in it.

In addition, Johnson and Johnson (2000:65) state that “grouping the students can be done based on three criteria. They are random sample, ability and mixed ability”. Random sample grouping is the technique of grouping students according to their seats. In ability grouping, students are grouped according to their ability levels. This grouping depends on the difference of individual students’ interest and level ability. Then, mixed ability is grouping students in a group consists of difference ability. Mixed ability is set up by the teacher in order to avoid superior groups and inferior groups. It is also to make the weak students learn a great opportunities from better students when they work together. It means that teacher’s

responsibility in controlling students’ activity can be shared with high ability students and they help the weak students to do a task.

Then, Johnson (2000:66) also adds that “the major reason of small group is to create the opportunities for the students to develop personally and socially”. It means by doing a task in small group discussion, the students get a lot of chances in expressing their idea, accomplishing their task and have social interaction among them.

RESEARCH METHODOLOGY

The Research Design

This research was quasi-experimental research. Gay (2000:367) states “in quasi-experimental research, the researcher tests the hypothesis to find out cause and effect relationship. The researcher manipulated at least one independent variable then controlled other variables and observed the effect of dependent variables”. Related to this idea, the researcher investigated the effect of independent variable: Cooperative Integrated Reading and Composition technique (CIRC) and the dependent variables namely reading comprehension of procedure text and reading motivation.

The design of this research was the posttest-only control group design. There was no pretest given to either group (control and treatment group) in order to control for simple testing effect and the interaction between testing and treatment. Gay (2000:369) explains “posttest scores of the experimental and control group are then compared to determine the effectiveness of experiment technique after

giving the treatment”. The design of the research could be seen in the following formula:

$$\begin{array}{ccc} R1 & X & O1 \\ R2 & - & O2 \end{array}$$

Where:

R1 = Random assignment of groups
(experiment)

R2 = Random assignment of groups (control)

X = CIRC technique for Experiment group

- = Small group discussion (conventional technique)

O1 = Post-test of experiment group

O2 = Post-test of control group

The Population of Sample

The population of this research was students in automotive class of SMK N 1 Padang in the academic year of 2012/2013. As Gay and Airisian (2000:122) states “population is the group of interest to the researcher, the group to which she or he likes the evaluation of the result to be generalized”.

To conduct the research, the researcher ensured that the population was in normally and homogeneity distribution. Therefore, the researcher tested the normality, homogeneity and analysis of variance of the population from students’ English test score in semester 1. Meanwhile, the students’ distribution could be seen in the following table:

Table 1: Population of class X1 automotive SMK N1 Padang in Year 2012/2013

NO	Class Automotive (MO)	Number of students
1	MO (A)	23 students
2	MO (B)	23 students
3	MO (C)	24 students
4	MO (D)	25 students
	SUM	95 students

The sample of this research was class of XI MOB that consisted of 23 students as an experiment class and class of MOA that consisted of 23 students as control class. In selecting the sample, there were some procedures that researcher did. First, doing the normality and homogeneity test to know the samples were normally distributed and homogenous. Second, since those samples were distributed normally and also homogeneous. The researcher used cluster sampling because the sample had been group into their classes. Gay (2000: 124) states “cluster random sampling is randomly selected group, not individual”. Then, researcher did lottery to take the sample. The result of lottery determined that class automotive B as experiment class and automotive A as control class.

The Research Procedure

The researcher adapted procedure of the research from Sugiyono (2005: 324- 327)

1) Preparation

- a. Formulating the research problem
- b. Doing library study in order to find some theories related to the subjects of the study.
- c. Formulating the hypotheses of the research.
- d. Choosing and stating the population and then sample of the research.
- e. Arranging the instrument of the research which stand for reading test and questionnaire or reading motivation
- f. Doing the try out for both instruments and the analyzing the result of try out instruments.

2) Activity

This research began on 7th January 2013 and ended on 4th February. The sample of this research divided into experiment and control class. In the experiment class, the teaching learning process applied CIRC technique while the control class applied small group discussion.

3) Evaluation

- a. Assigning the post-test for both of experimental class and control class.
- b. Analysing the result of the post-test
- c. Computing the data statistically based on the data of the research
- d. Hypothesis testing
- e. Drawing conclusion from the estimation of the research based on the validity and reliability criterion related to generalization want to be made.
- f. Computing the final report of the research.

The Research Instrumentation

In this research, test of reading comprehension was the instruments. It was assigned in post-test after the treatment done. Before the test was assigned, the researcher consulted the instruments to the validators to know whether the instruments were valid or not. The validator was Dr. Lely Refnita, M.Pd (validator of reading comprehension test). Then, researcher did the try out in another class (MOC) to find out the reliability and validity of instruments. This class had almost the same ability as the students of experimental class and control class.

1) Test of Reading Comprehension

Gay (2000: 154) state “a test is designed to provide information about how well the test takers have learned what they have been taught”. Achievement test was arranged by multiple choices. The test items were constructed by researcher and it consulted to the validator. The texts were taken from an integrated course of English for SMK XI (handbook). There were 40 items developed for try out from five indicators of reading comprehension based on syllabus SMK N1 as follows:

Table 3: List Indicators of Reading Comprehension of Procedure Text

Indicators	Sub Indicators	Item numbers For try out
➤ Identifying topic or goal	Topic of text	1, 10, 15, 25, 32
➤ Identifying details information	Materials, steps	2,3,6,7,8,11, 16,17,19,
➤ Identifying word meaning from the context	Synonyms, antonyms	21,22,24,26, 27,30,33,34, 38,39 5,13,18,28,29,35,37
➤ Identifying of reference	Pronouns(it, they, etc)	4,12,20,36
➤ Making inference	Drawing conclusion	9,14,23,31,40

To know whether the test instrument of reading comprehension valid and reliable, the researcher did the analysis as follows:

a. Validity of Test

To know the item validity, the formula of correlation product moment used:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\left\{ N \sum x^2 - (\sum x)^2 \right\} \left\{ N \sum y^2 - (\sum y)^2 \right\}}}$$

(Arikunto, 2008: 72)

Where:

r_{xy} : Coefficient correlation between x and y variables

N : Numbers of students

$\sum x$: Sum of x

$\sum y$: Sum of y

$\sum x^2$: Square of x

$\sum y^2$: Square of y

$\sum xy$: Total scores of cross product x and y

b. Reliability of Test

Gay (2000: 128) states “reliability is the degree to which a test is consistently measures whatever it measure” In order to get the reliability of the test, the researcher used Kuder-Richardson formula to measure the reliability of instrument Arikunto (2008:100).

$$R_{xx} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{s^2} \right)$$

Where:

K : the number of items on the tests,

$\sum pq$: the sum of the item variances, and

s^2 : the total test score variance.

To measure the score variance, the formula below was used (Arikunto, 2008: 100).

$$s^2_x = \frac{\sum X^2 - \left(\frac{(\sum X)^2}{N} \right)}{N}$$

Reliability categories:

If $0,90 \leq r_{11} < 1,00$, very high

If $0,70 \leq r_{11} < 0,90$, high

If $0,40 \leq r_{11} < 0,70$, medium

If $0,20 \leq r_{11} < 0,40$, low

If $0,00 \leq r_{11} < 0,20$, very low

c. Difficulty Index

The good item of the test is not too easy and also not too difficult. Difficulty index is the ability of the test to filter the total number of participants who answers correctly. The difficulty index formula (Arikunto, 2008: 208) as follows:

$$P = \frac{B}{JS}$$

Where :

P : Difficulty index

B : Right number

JS : Number of students' taking the test

Difficulty Index Categories:

0,00 – 0,09 : Difficult

0,31 – 0,69 : Fair

0,70 – 1,00 : Easy.

d. Discrimination Power

Discrimination power is the test ability to separate the students who have high ability and low ability. The discrimination power formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Where :

D : Discrimination index

J : Number of participants

- JA : Number of top group participants
- JB : Number of bottom group participants
- BA : Number of the top group participants who answer correctly
- BB : Number of the bottom group participants who answer correctly
- PA : Proportion of top group participants who answer correctly
- PB : Proportion of bottom group participants who answer correctly

Discrimination Index Categories:

- D : 0,00 – 0,20 : Poor
- D : 0,20 – 0,40 : Satisfactory
- D : 0,40 – 0,70 : Good
- D : 0,70 – 1, 00 : Excellent (Arikunto, 2008: 234).

The Data Collecting Technique

The data was collected through reading test. The instrument was assigned at the end of the treatment (posttest) for both experiment and control class. The instruments were given to obtain the data on the student learning outcomes. The aim of post-test is too see the effect of the treatments on the students' achievement in reading comprehension of procedure text.

The Data Analysis Technique

The researcher used interval scale data which used parametric statistical technique that consist of mean score, standards deviation and variance, based on Gay and Airasian (2000: 448) formula, as follow:

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

Where:

- M : Mean
- Σ : Sum of
- X : Score in distribution
- N : Number of Students

To find the standard deviation, the researcher used formula as followed:

$$S = \sqrt{\frac{\Sigma(X_i - \bar{x})^2}{n - 1}}$$

Where:

- S^2 : variance sample
- X_i : students' score
- n : number of students
- ΣX : sum of students' score
- \bar{x} : average score

Having been collected, the data was analyzed in terms of normality, homogeneity, and hypotheses testing.

a. Normality Testing

The normality testing was done to observe whether the data collected from both groups were normally distributed or not. It was analyzed by Lilliefors Test. Based on Sudjana (1996: 466) the formula of Lilliefors (L) Test were:

- 1) Students' scores x_1, x_2, \dots, x_n became standard scores z_1, z_2, \dots, z_n

by using the formula above:

$$z_i = \frac{x_i - \bar{x}}{S}$$

Where:

- \bar{x} : average score
- S : standard deviation

- 2) Compute the frequency of $F(Z_i) = P(Z \leq Z_i)$

by using list of normal distribution standard for each score standard.

- 3) Compute proportion of z_1, z_2, \dots, z_n which was smaller or the same as z_i . If the proportion was $S(z_i)$, so:

$$S(z_i) = \frac{\text{count } z_1, z_2, \dots, z_n \text{ which } \leq z_i}{n}$$

- 4) Compute the difference of $F(z_i) - S(z_i)$ then find the absolute score.
- 5) Take the highest score among the difference of absolute scores (L_o).

$$L_o = \max |F(z_i) - S(z_i)|$$

- 6) Next, compare L_o with L_{tabel} based on degree of free (df) chosen. H_o accepted if $L_o \leq L_{\text{tabel}}$. It means that the sample comes from normally distributed population.

b. Homogeneity Testing

Homogeneity testing was done to see whether the data in both of treatment groups are homogeneity or not. The homogeneity testing was analyzed by Variance test (F-test). The formula as follows:

$$F = \frac{S_b^2}{S_k^a}$$

Where:

F : Observed variance (F observed)

S : Highest variance

S : Lowest variance

Based on category of F Test, the data are homogeneity if $F_{\text{observed}} < F_{\text{table}}$.

c. Hypotheses Testing

According to Gay and Airasian (2000: 473) "hypothesis testing is a process of making

the result of study". In this research, the researcher used t-test formula. The mean scores of two groups who was assigned reading test would be compared to determine the effectiveness of the technique. The hypotheses are formulated as follows:

1) First Hypothesis

H_o : Cooperative Integrated Reading and Composition (CIRC) technique gives no significant effect on the students' reading comprehension of procedure text at Grade XI automotive of SMK N 1 Padang.

H₁ : Cooperative Integrated Reading and Composition (CIRC) technique gives significant effect on the students' reading comprehension of procedure text at Grade XI automotive of SMK N 1 Padang.

Or its statistics hypothesis could be written as follow:

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 > \mu_2$$

Where:

μ_1 : Reading Comprehension procedure text average score of experimental class

μ_2 : Reading Comprehension procedure text average score of control class

DISCUSSION

1. Reading Comprehension of procedure text

The data of reading comprehension score was in the form of score which had interval 1–100. The distribution score could be seen in appendix 10, page 139. The summary of reading

comprehension of procedure text score can be seen as follow:

Table 4. Summary Score of Reading Comprehension Procedure text

	Reading Comprehension of Procedure text	
	Experimental Class	Control Class
Minimum Score	52	44
Maximum Score	88	84
Mean	70.26	62.95
Standard Deviation	12.17	12.25
Variance	148.11	150.13

Based on the data of reading comprehension of procedure text above, minimum score and maximum score of experimental class were 52 and 88 but minimum score and maximum score of control class were 44 and 84. It means that students' in the experimental class had higher score than students in the control class. Meanwhile, the mean score of experiment class was 70.26, but the mean score of control class was 62.95. It means that the mean score of students which were taught by CIRC technique was better than the mean score of reading comprehension of control class in which the students were taught by small group discussion.

In addition, the variance score of experiment class and control class were 148.111 and 150.13. It means that the score dissemination between students in experiment class was closer than students in control class. It also means students' score in the experiment class was closer to normal curve than students' score in the control class.

Based on the data of reading comprehension of procedure text, students' mean score who were taught by CIRC technique had better result than students' mean score who were taught by small group discussion.

2. Data Analysis

1) Prerequisite Analysis

a. Normality Testing

Normality testing was analyzed toward two of the data groups: reading comprehension procedure text data of experimental class and reading comprehension procedure text data of control class. The testing was analyzed by using Lilliefors test at the level of significance 0.05. More detail, see the Table 9 below:

Table 5. The Summary of Normality Testing

Variable	$L_{observed}$	L_{table}	Note
Reading Comprehension of Experimental Class	0.0996	0.1798	$L_o < L_t$ Normal
Reading Comprehension of Control Class	0.1173	0.1798	$L_o < L_t$ Normal

Based on the table 5, both of experimental and control class data was normally distributed because $L_{observed}$ is lower than L_{table} . The result of normality testing illustrated by normal curve below:

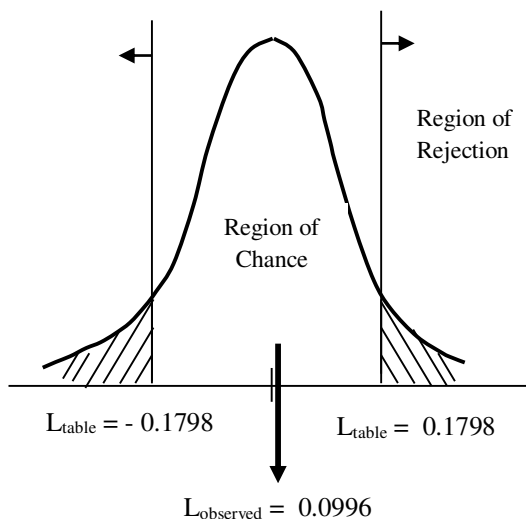


Figure 1: Normal Curve Reading Comprehension Procedure text of Students Teaching by CIRC technique

From the illustration of curve above, it could be observed that the value of $L_{observed} = 0.0996$ was situated on $L_{table} = \pm 0.1798$. It indicated that students' reading comprehension of experimental class data was normally distributed at significance level of 0.05.

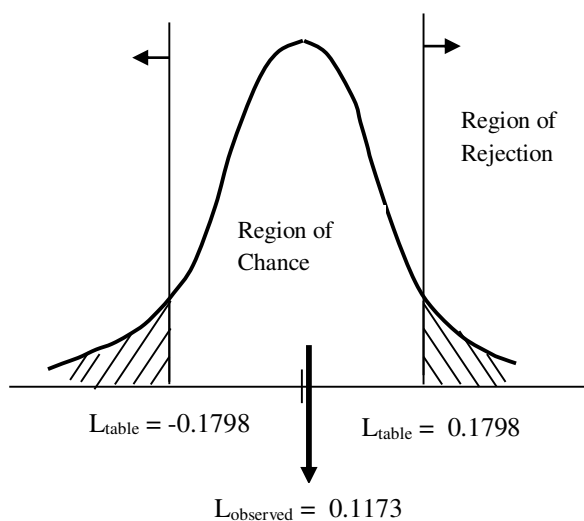


Figure 2: Normal Curve Reading Comprehension Procedure text of Students Teaching by Small Group Discussion

Then, based on normal curve of control class students' reading comprehension illustration above, $L_{observed} = 0.1173$ was situated on $L_{table} = \pm 0.1798$. It means that the data of control class

students' reading comprehension was normally distributed in the level of significance 0.05.

b. Homogeneity Testing

In this study, the homogeneity was tested to know whether each group had the same variance or not. It was tested by using Variance Test (F Test). The summary of homogeneity testing result could be seen from Table 6.

Table 6. The summary of Homogeneity Testing

No	Variable	$F_{observed}$	F_{table}	Conclusion
1	Reading Comprehension of Procedure text	1.014	2.05	$F_o < F_t$ Homogeny

Based on the table of homogeneity testing summary above, it can be concluded that $F_{observed}$ for students' reading comprehension of procedure text was lower than the ratio of F_{table} . It means that the variances were homogenous.

2) Hypotheses Testing

H₀ : Cooperative Integrated Reading and Composition (CIRC) technique gives no significant effect on the students' reading comprehension of procedure text at Grade XI automotive of SMK N 1 Padang.

H₁ : Cooperative Integrated Reading and Composition (CIRC) technique gives significant effect on the students' reading comprehension of procedure text at Grade XI automotive of SMK N 1 Padang.

The result of t-Test of reading comprehension procedure text for both of experimental class and control class could be seen at table below.

Table 7. Summary of t-Test of Experimental and Control Class Reading comprehension Procedure text

Variable	Class	N	\bar{x}	t_{observed}	t_{table}	Note
Reading Comp. of procedure text	Exp.	23	70.26	2.027	1.68	Significant $t_{\text{observed}} > t_{\text{table}}$
	Contr.	23	62.96			

Based on the analysis of hypothesis by using t-Test, it was computed that the mean score of students' reading comprehension procedure text in the experimental class was 70.26, but the mean score of students' reading comprehension in the control class was 62.96. The t-observed was 2.027 and the t-table was 1.68. It means $t_{\text{observed}} > t_{\text{table}}$. It can be concluded that H_0 was rejected and H_1 was accepted.

CONCLUSION

Based on the statistical analysis of the hypothesis testing, it was found that the students' mean score in the experimental class was higher than the students in the control class. It means that CIRC technique gave significant effect on students' reading comprehension of procedure text. It is in line with the findings of research which were conducted by Durukan (2010), Slavin (2005) and Calderon, et al (1997). They also found that this technique was effective in comprehending reading text through CIRC steps. Furthermore, there are four elements of CIRC technique which contribute to its success in the experimental class. These elements are, first treasure hunt activities such as: brainstorming activity (word map), and treasure hunt questions. From the word map, the students were provided with the sufficient words reference before discussing the text in team. It

means that in CIRC technique the students become more aware of newly acquired words before coming to the text. It is supported by Calderon, et. al (1997) who found that "the more familiarity a reader with the content and language of selection to be read, the easier it is to understand".

Then, treasure hunt questions activity leads the students to comprehend the text. The students answered the questions related to the text. The students in the experimental class each group got a number from one until four. Each team of four made sure that everyone in group knew the response to the questions because teacher called any number to answer the questions (concentric circle) randomly. As a result, they did not know who would be asked to represent their group; students had to make certain that all group members know the material. This finding is also supported by Calderon, et. al (1997) who states that "treasure hunt questions activity ensures comprehension of the text elements". It is also in line with Beck, et. al (1997) "questioning is an excellent technique for engaging students in meaningful cognitive and metacognitive interactions with text". It means that through CIRC technique students work together and help each other in understanding the questions, look for some clues to support their answers and make inferences.

The next element of CIRC technique is named as mix-ability grouping; students in CIRC were put into heterogeneous learning teams. The performance of low ability students in the experimental class were improved because these students received more elaborated explanations from their high ability peers about

learning materials. It can be concluded that the students in experimental class got more explanation from their partner. As a result, the process of CIRC activity guided the students to work productively in pairs in order to find the correct work and determine the best way in analyzing content of text.

Then, the third element of CIRC technique is individual accountability, in the experimental class the success of each group depended on the individual learning of all group members. It means that the students worked together to learn material but they had to be tested individually. The fourth is group reward. It has relationship with an individual accountability. The individual accountability can be fostered by the effective use of group reward based on individual performance. The score of team was calculated from each member's score. The higher group score got reward that enables each member to do their best effort in comprehending content of text. This is in line with Slavin (2005) who notes that types of cooperative learning such as CIRC technique affect academic achievement because it emphasizes on working together and helping each other to achieve goal.

It can be drawn that four elements in CIRC technique such as treasure hunt activity, mix ability and individual accountability support the findings of this research. Therefore, CIRC technique gave significant effect toward students' reading comprehension of procedure text.

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GANGGUAN PROSODI AFEKTIF / EMOSIONAL YANG TERJADI PADA BASUKI CAHAYA PURNAMA (AHOK) DALAM MEMIMPIN DAERAH KHUSUS IBU KOTA (DKI) JAKARTA: SUATU KAJIAN NEURO-PRAGMATIK

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Abstrak

Penelitian ini adalah penelitian neuropragmatik yang bertujuan untuk mencari gangguan afektif/emosional pada Ahok dan juga mencari hubungan kesantunan dengan neuropragmatik. Metode yang penulis gunakan adalah metode agih dengan memakai teknik dasar dan teknik lanjutan. Metode dan teknik ini diambil dari buku Sudaryanto (1993). Dalam penelitian ini peneliti menemukan gangguan afeksional/ emosional dimana terjadi inkonsisten dalam penggunaan kata-kata seperti kata-kata pronomina, kesantunan dan menempatkan kata atau menempatkan kata-kata yang tepat dalam berbicara maupun berpidato.

Kata-kata kunci: Prosodi, Afektif dan Neuro-pragmatik

PENDAHULUAN

Linguistik dan bahasa merupakan suatu istilah yang berbeda, linguistik adalah ilmu yang membahas bahasa, tanpa bahasa linguistik tidak ada. Bahasa sudah ada sejak manusia ada sehingga mereka saling kenal satu sama lainnya. Sastra, (2010: 1).

Bahasa merupakan jembatan komunikasi antara satu manusia dengan manusia lainnya serta dengan komunikasi manusia dapat berhubungan dengan satu negara dengan negara lain. Hal yang sama juga dapat terjadi pada hubungan tali kasih antar sesama manusia. Bonvillain, (1977:1) mengatakan bahwa bahasa merupakan bagian integral dari sikap manusia yang melakukan komunikasi antar sesamanya.

Selain itu komunikasi adalah alat yang utama untuk manusia adalah bahasa, yakni

bahasa lisan dan bahasa tulis. Komunikasi dapat terjadi dalam suatu konteks tertentu, konteks adalah kerangka yang mengelilingi kejadian komunikasi dan merupakan sumber untuk membuat interpretasi yang cocok (Duranti & Goodwin) dalam Dharmaperwira-Prins, (2004:5—6).

Setiap hari manusia telah memproduksi jutaan fonem dan kata dengan adanya kombinasi keduanya terciptalah suatu kalimat sehingga menjadi bahasa. Bahasa sudah merupakan kebutuhan primer. Bahasa adalah suatu kebutuhan primer bagi penutur, sebab dengan bahasa manusia akan selalu berkomunikasi sesama manusia. Komunikasi itu dapat berupa tulis atau lisan. Nadra, (2010: 1) mengatakan bahwa dalam kehidupan sehari-hari kita tak

terlepas dari penggunaan bahasa, baik bahasa lisan maupun bahasa tulis.

Bahasa dan komunikasi tidak dapat dipisahkan dari para penutur. Sebagaimana yang disampaikan oleh Semi, (2008:25) bahasa dan komunikasi merupakan suatu hasil kreasi estetik dan bahasa itu adalah fakta sosial yang bukan merupakan benda tertutup yang mengabdikan pada struktur formalnya sendiri sendiri, melainkan merupakan gejala relasional.

Pemakaian bahasa sehari-sehari, penutur harus memahami gaya bahasa dan pilihan kata yang pantas dan yang paling tepat dalam memakai katanya. Keraf, (2010: 117) mengatakan bahwa berdasarkan pilihan kata, gaya bahasa mempersoalkan kata mana yang paling tepat dan sesuai untuk posisi-posisi tertentu dalam kalimat. Keraf juga membagi beberapa gaya bahasa seperti: gaya bahasa resmi, gaya bahasa tak resmi dan gaya bahasa percakapan.

a. Gaya Bahasa Resmi

Keraf, (2010: 117—120) mengatakan gaya bahasa resmi merupakan gaya bahasa dalam bentuk lengkap, gaya bahasa yang selalu dipergunakan dalam kesempatan-kesempatan resmi, gaya bahasa ini terpelihara dari bahasa yang tidak sopan. Seperti amanat kepresidenan, pidato-pidato yang penting, artikel-artikel, tajuk rencana, khotbah-khotbah di mimbar.

b. Gaya Bahasa Tak Resmi

Gaya bahasa tak resmi merupakan gaya bahasa bahasa yang dipergunakan dalam bahasa standar, khususnya dalam kesempatan-kesempatan yang tidak formal atau kurang formal. Bentuknya tidak terlalu konservatif. Menurut sifatnya, gaya bahasa tak resmi ini

dapat juga memperlihatkan suatu jangka variasi, mulai dari bentuk informasi yang paling tinggi.

c. Gaya Bahasa Percakapan

Dalam gaya bahasa ini, pilihan katanya adalah kata-kata populer dan kata-kata percakapan. Namun di sini ditambahkan segi-segi morfologis dan sintaksis, biasanya segi-segi sintaksis tidak terlalu diperhatikan, demikian pula segi-segi morfologis.

Bahasa percakapan sering terjadi masalah diantara penutur, masalah itu dapat memancing salah satu penuturnya sedih, marah dengan penuh emosi atau dapat memancing suatu perkelahian dan berakibat fatal bagi kedua penutur. Perkelahian itu dapat berupa fisik dan dapat pula hanya sekedar di mulut dan kadangkadang habis pada saat itu dan ada pula sampai dalam waktu yang lama. Perkelahian itu tidak mengenal siapa orangnya. Bisa anak-anak, bisa orang dewasa, dan bisa pejabat pemerintahan.

Pejabat pemerintahan daerah ibukota negara sering mengeluarkan kata-kata marah yang penuh dengan emosi. Dia adalah seorang gubernur di daerah ibu kota Indonesia. Gubernur itu bernama Ahok, Ahok sebelum menjadi gubernur adalah seorang wakil gubernur kemudian menjadi gubernur karena pasangan politiknya telah menjadi Presiden.

Pada saat Ahok menjadi orang nomor satu di Jakarta, Ahok sering membentak dengan penuh amarah ke pada bawahan-bawahannya, bahkan Ahok tak segan-segan menyebut lawan tuturnya dengan sebutan yang tidak pantas untuk seorang pemimpin, sebagaimana penulis ketahui ujaran yang penuh dengan emosi dan bentakan adalah ujaran kasar.

Pemimpin adalah panutan bagi masyarakat, segala perbuatan tingkahlakunya akan diperhatikan oleh masyarakat banyak dan segala tuturan yang keluar dari mulutnya akan dinilai juga oleh masyarakat banyak. Tuturan Ahok banyak dibicarakan oleh masyarakat ibu kota Jakarta termasuk seluruh masyarakat Indonesia. Sebab Ahok sering diliput oleh televisi swasta maupun negeri.

Dalam ilmu neurolinguistik, tuturan dan tindakan yang bernada emosi tergolong ke dalam suatu gangguan. Gangguan tersebut termasuk ke dalam gangguan prosodi afektif emosional. Di mana tuturan dan tindakan yang penuh dengan emosi tersebut melibatkan syaraf penutur tersebut menjadi tegang dan tak terkendali.

Tuturan yang penuh emosi merupakan terjadinya gangguan pada hemisfer kanan penutur tersebut sebagaimana yang dikatakan Sastra, (2010: 103) prosodi afektif / emosional merupakan prosodi yang menandakan perasaan pembicara terhadap sebuah kalimat atau cerita yang disampaikan. Fungsi ini terletak pada struktur kortikal, struktur sub kortikal atau ganglion besar pada hemisfer kanan.

Kemudian Prins, (2004: 27—28) dalam Ross mengatakan perbedaan dalam pengontrolan motorik juga nampak pada prosodi. Emosi akan membuat perubahan dalam penggunaan prosodi, maka perubahan prosodi akan menandakan perasaan pembicara terhadap pokok masalah yang sedang ia bahas. Ternyata, semua pengontrolan motorik dari prosodi emosional in terletak pada hemisfer kanan, melalui korteks singularis, sedangkan

pengontrolan prosodi linguistik terjadi melalui korteks premotorik di hemisfer kiri dan kanan.

1.1 Formulasi Penelitian

- a. Hemisfer apa yang terganggu pada penutur Basuki Cahaya (Ahok) sebagai pemimpin di daerah Khusus Ibu Kota Jakarta yang sering mengalami emosi dalam menjawab dan bertindak dalam menjalankan tugas-tugasnya sehari-hari?
- b. Apakah Kesantunan dalam berbicara bagian dari Neuropragmatik?

1.2 Tujuan Penelitian

- a. Untuk menjelaskan hemisfer yang terganggu pada penutur Basuki Cahaya (Ahok) sebagai pemimpin di daerah Khusus Ibu Kota Jakarta yang sering mengalami emosi dalam menjawab dan bertindak dalam menjalankan tugas-tugasnya sehari-hari.
- b. Menjelaskan hubungan kesantunan dalam berbicara dengan Neuropragmatik

TEORI TERKAIT

a. Neurolinguistik

Sastra (2010:9) mengatakan bahwa neurologi bahasa dikenal juga dengan neurolinguistik, yaitu suatu bidang kajian dalam ilmu linguistik yang membahas struktur otak yang dimiliki seseorang untuk memproses bahasa, termasuk di dalamnya gangguan yang terjadi dalam memproduksi bahasa.

Selanjutnya Arifuddin (2010:4) juga memberikan pengertian neurolinguistik. Dia menjelaskan bahwa neurolinguistik menelaah peran otak dalam memperoleh, produksi,

pemrosesan, gangguan bahasa dan *study interdisipliner* tentang kapasitas otak secara umum.

Johan (2014:23) menyimpulkan bahwa neurolinguistik merupakan kajian linguistik yang dikaitkan dengan cara kerja otak, untuk memperoleh bahasa serta gangguan yang terjadi dalam proses produksi berbahasa.

Dharmaperwira-Prins (2004:69) mengatakan yang dimaksud dengan prosodi adalah berbagai aspek bicara yang melalui suara memberi informasi mengenai elemen-elemen penting dalam sebuah cerita dan perasaan-perasaan pembicara atas ceritanya. Itu dilakukan dengan membuat variasi intonasi, keras dan panjang suara. Dalam hal ini, dibedakan tiga macam aksen: aksen melodis (intonasi), dinamis (tekanan), dan temporal atau aksen nada (waktu). Jangka waktu pengucapan berbagai suara bahasa menentukan nada, kecepatan bicara, dan saat-saat istirahat. Aspek-aspek prosodi disebut juga variabel-variabel paralinguistik.

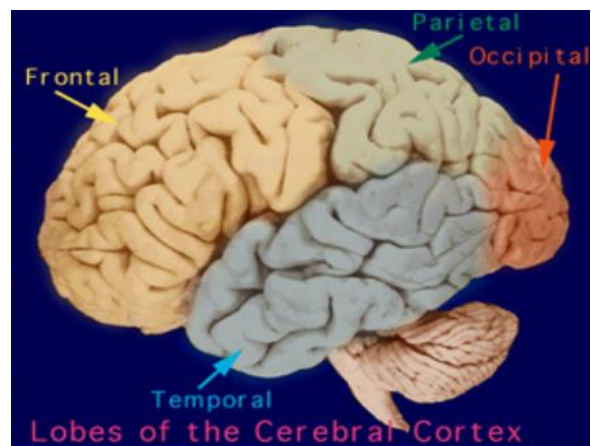
Untuk prosodi harus dibedakan antara prosodi linguistik dan prosodi afektif (atau emosional). Dengan prosodi linguistik ditandai adanya informasi baru (“gedung itu dari kayu”), arti kata tertentu (“itu tidak panjang” atau itu tidak panjang). Prosodi emosional menandakan perasaan-perasaan pembicara.

1) Gangguan-gangguan prosodi emosional

Dharmaperwira-Prins (2004:73) mengatakan prosodi emosional memperlihatkan perasaan-perasaan pembicara. Penelitian telah menunjukkan bahwa gangguan-gangguan prosodi emosional diakibatkan disfungsi di hemisfer kanan.

Aprosodi emosional reseptif, gangguan mengenai perasaan orang yang berbicara, yang dikemukakan melalui prosodi. Gangguan ini kemungkinan besar akibat lesi pada daerah temporal-parietal di hemisfer kanan atau hambatan menuju daerah ini. Pasien tidak menangkap ketika berbicara menandakan keheranan, kesenangan, kemarahan atau kesedihan maupun bermaksud sarkastis atau lelucon. Isi emosional yang ditandai prosodi emosional si pembicaraan tidak dimengerti maka dapat terjadi kesalahpahaman dan pasien disangka tidak berperasaan atau tidak peduli.

Aprosodi emosional ekspresif. Gangguan mengemukakan perasaan melalui prosodi atas apa yang dibahas saat bicara. Prosodi emosional tidak dapat digunakan untuk mengemukakan perasaan-perasaan atas apa yang sedang dikatakan. Kemungkinan besar, hal ini akibat gangguan di ganglion basal kanan atau hubungan daerah ini dengan daerah inferio-lateral di lobus frontal kanan.



Fungsi masing-masing lobus tersebut adalah: a. Lobus frontal-terkait dengan penalaran- perencanaan, bagian bicara, gerakan, emosi, dan pemecahan masalah. b. Lobus parietal-terkait dengan gerakan, persepsi,

pengenalan orientasi, dan ransangan. c. Lobus oksipital-terkait dengan pemrosesan visual. d. Lobus temporal-terkait dengan persepsi dan pengenalan, pendengaran, memori, dan bicara. Sumber: struktur otak dan fungsinya, Info-Kes.com. Jendela informasi kesehatan.

Dharmaperwira-Prins (2004:73) mengungkapkan perasaan melalui prosodi dilakukan sebagian secara sadar, sebagian tidak sadar. Yang menonjol bahwa pasien-pasien penderita aprosodi emosional ekspresif, yang tidak dapat memperlihatkan emosinya seperti marah atau sarkasme melalui prosodi, tetap dapat mengungkapkan rasa marah atau sarkasme melalui kata-kata. Seperti aprosodi linguistik ekspresif, cara bicara pasien terdengar kurang bernada dibanding semula, maka lebih sulit dimengerti dan kurang mengikat perhatian pendengarnya. Berbagai kesalahpahaman dapat terjadi karena lingkungan tidak mendengar pasien mengungkapkan perasaannya (jengkel, marah, senang, sedih, sarkastis).

Aprosodi emosional global. Bila lesi meluas, meliputi struktur-struktur anterior maupun posterior di hemisfer kanan, dapat terjadi aprosodi emosional global, yakni; pengungkapan maupun penginterpretasian prosodi emosional terganggu.

Pasien-pasien hemisfer kanan yang mengalami gangguan prosodi, seperti juga pada gangguan bahasa, tidak atau hampir tidak sadar akan gangguannya. Belum jelas adakah perbedaan kesadaran antara pasien yang terkena aprosodi linguistik ekspresif dan pasien aprosodi emosional ekspresif.

Sastra (2010: 103- 104) mengemukakan prosodi afektif/emosional merupakan prosodi

yang menandakan perasaan pembicara terhadap sebuah kalimat atau cerita yang disampaikan. Fungsi ini terletak pada struktur kortikal, struktur kortikal atau ganglion besar pada hemisfer kanan. Adapun gangguan prosodi yang ditimbulkan akibat pada hemisfer kanan, yaitu: prosodi linguistik, berupa: gangguan dalam membedakan intonasi pernyataan dan pertanyaan, gangguan dalam mengartikan kalimat dengan penekanan terhadap suatu kata.

Aprosodi emosional, berupa gangguan dalam mengemukakan perasaan melalui prosodi. Dalam hal ini pasien mampu menggunakan kata-kata yang kasar dalam mengungkapkan rasa marahnya, hanya saja pengungkapannya tidak disertai nada ekspresi marah sehingga pernyataan yang dikemukakannya terdengar datar dan tidak dipahami apa maksudnya.

2) Gangguan Pragmatik

Sastra (2010:101-102) mengatakan bahwa pragmatik merupakan ilmu yang membahas tentang hubungan bahasa dengan konteks. Penelitian mengenai fungsi hemisfer kanan banyak mengemukakan bahwa pragmatik merupakan salah satu aspek yang dijalankan oleh otak bagian kanan, karena pada bagian ini berfungsi dalam mengutarakan bahasa sesuai situasi komunikasi, lawan bicaranya, penggunaan bahasa yang mengandung nuansa seperti ungkapan tidak langsung, kiasan, sarkastis dan humor. Orang normal yang otak kanannya tidak mengalami gangguan akan mampu melakukan komunikasi yang benar tanpa menyinggung lawan bicaranya karena daya kerja otak kanan mereka membantu dalam mematuhi prinsip kesopanan serta aturan yang

berlaku dalam berkomunikasi yang pembahasannya merupakan ranah kajian pragmatik. Adapun gangguan pragmatik yang muncul akibat kerusakan pada hemisfer kanan, di antaranya:

Gangguan pragmatik reseptif, berupa: gangguan pelanggaran aturan komunikasi, seperti pengambilalihan ketika berbicara, merespons lawan tutur (seperti respon melalui kontak mata), gangguan dalam memaknai beberapa ungkapan seperti makna konotasi, metafor, peribahasa, pepatah, sarkasme, nilai moral, humor, sindiran dan salah menaksirkan tujuan dan maksud lawan tutur.

Gangguan pragmatik ekspresif, berupa: gangguan memperhitungkan pendapat lawan tutur, pasien yang mengalami gangguan cenderung kurang memperhatikan pendapat lawan tuturnya.

Gangguan penggunaan istilah referensi pribadi. Misalnya dalam situasi formal, pasien cenderung tidak menggunakan panggilan bapak kepada lawan bicaranya yang kemungkinan atasan perusahaan tempat dia bekerja.

Gangguan reaksi verbal atau kejadian, terwujud dalam reaksi emosional yang salah.

Disinhibisi verbal sosial, merupakan tindakan yang tidak sesuai pada tempatnya. Dalam prakteknya, disinhibisi ini dapat dilihat dari perilaku pasien yang suka bercerita panjang tanpa arah, mengutarakan pendapat dan lelucon yang tidak lucu, dan terkadang membicarakan hal yang tidak pantas dibicarakan dalam situasi formal.

b. Sopan-santun

Keraf (2010:114) yang dimaksud dengan sopan santun adalah memberi penghargaan atau menghormati orang yang diajak bicara, khususnya pendengar atau pembaca. Rasa hormat di sini tidak berarti memberikan penghargaan atau menciptakan kenikmatan melalui kata-kata, atau mempergunakan kata-kata yang manis sesuai dengan basa-basi dalam pergaulan masyarakat beradab. Bukan itu! Rasa hormat dalam gaya bahasa dimanifestasikan melalui kejelasan dan kesingkatan.

Menyampaikan sesuatu secara jelas berarti tidak membuat pembaca atau pendengar memeras keringat untuk mencari tahu apa yang ditulis atau dikatakan. Di samping itu, pembaca atau pendengar tidak perlu membuang-buang waktu untuk mendengar atau membaca sesuatu secara panjang lebar, kalau hal itu bisa diungkapkan dalam beberapa rangkaian kata. Kejelasan dengan demikian akan diukur dalam beberapa butir kaidah berikut, yaitu: 1. Kejelasan dalam struktur gramatikal dan kalimat; 2. Kejelasan dalam korespondensi dengan fakta yang diungkapkan melalui kata-kata atau kalimat tadi; 3. Kejelasan dalam pengurutan ide secara logis; 4. Kejelasan dalam penggunaan kiasan dan perbandingan.

Kesingkatan sering jauh lebih efektif daripada jalinan yang berliku-liku. Kesingkatan dapat dicapai melalui usaha untuk mempergunakan kata-kata secara efisien, meniadakan penggunaan dua kata atau lebih yang bersinonim secara longgar, menghindari tautologi; atau mengadakan repetisi yang tidak perlu.

Di antara kejelasan dan kesingkatan sebagai ukuran sopan santun, syarat kejelasan masih jauh lebih penting daripada syarat kesingkatan.

PENELITIAN TERDAHULU

Penelitian ini pernah dilakukan oleh Handoko (2013) dengan judul “kompetensi kebahasaan mahasiswa sastra Inggris Unand, suatu tinjauan fungsi komunikasi hemisfer kanan. Handoko mengatakan mahasiswa sering dianggap kurang komunikasi dengan baik dan benar. Kedua aspek tersebut sangat ditentukan oleh fungsi otak kanan (hemisfer kanan) seseorang.

kemudian Johan (2014) juga pernah melakukan penelitian tersebut dengan judul tesis “gangguan reseptif mahasiswa dalam menjawab soal-soal listening suatu kajian neuropragmatik”. Dalam menganalisis ini Johan menggunakan metode simak, dengan teknik pengumpulan record. Kemudian Johan menggunakan metode bagi unsur langsung untuk menganalisis masalah tersebut. Di samping itu Johan (2015) juga melakukan penelitian dengan judul “gangguan hemisfer kanan pada komentator media social pada jaringan media diskusi rakyat terhadap pemerintahan presiden Joko Widodo suatu kajian neuropragmatik”.

METODE ANALISIS DATA

Untuk menganalisis data ini peneliti menggunakan metode agih. Menurut Sudaryanto (1993:15) metode agih itu alat penentunya justru bagian dari bahasa yang bersangkutan itu sendiri. Metode ini dapat

dibedakan menjadi dua yaitu: teknik dasar dan teknik lanjutan.

Teknik dasar bagi unsur langsung. Sudaryanto (1993:31-36) mengatakan teknik dasar metode agih disebut teknik bagi unsur langsung atau teknik BUL. Sedangkan teknik-teknik lanjutan: tinjauan umum, setidaknya ada tujuh bagian yaitu: 1. pelepasan, delesi, atau teknik lesap. 2. Penggantian, substitusi, replasemen, atau teknik ganti. 3. Perluasan, ekspansi, ekstensi, atau teknik perluas. 4. Penyisipan, interupsi, atau teknik sisip. 5. Pembalikan, permutasi, atau teknik balik. 6. Pengubahan wujud, parafrasa, atau teknik ubah wujud. 7. pengulangan, repetisi, atau teknik ulang.

ANALISIS

a. Gangguan Afeksional

Data 1. Ahok mengamuk pada pengusaha hotel
Gangguan afeksional/ emosional merupakan gangguan yang terjadi pada hemisfer kanan penderita, sebagaimana yang penulis ketahui afeksional/emosional termasuk ke dalam gangguan hemisfer kanan penderita. Dalam analisis ini peneliti melihat gangguan yang sama terjadi pada salah seorang pemimpin di daerah ibu kota Jakarta yang bernama Basuki Cahaya yang sehari-hari dipanggil Ahok.

Dalam hal ini terjadi pada saat Ahok memarahi salah seorang pengusaha hotel. Adapun pembicaraannya sebagaimana tertulis di bawah ini.

Ahok : maka *saya* tanya hotel anda masih jalan cuma suratnya dibilang sampai 2017 “*aku* lagi cari aturan supaya ibmnya sampai 2019 ngapain

paham ndak, paham ndak sekarang undang-undang mengatur lima tahun berubah 2014 sampai 2019 kalau ndak gue dipenjara, gue ini kerja baik aja dipenjara orang, makanya 2019 mau gue ubah peruntukan lu tapi aku sambil nyambung sementara ngak bisa sampai 2019 karena peraturan cuma boleh dua tahun-dua tahun makanya dua 2017 dari 2017-2019 gimana urusan kedua kita sambung lagi tapi 2019 semua ngerti ngak lu, tak bayar gua tutup kasih tahu teman-teman lu”.

makanya 2019 mau gue ubah peruntukan lu tapi aku sambil nyambung sementara ngak bisa sampai 2019 karena peraturan cuma boleh dua tahun-dua tahun makanya dua 2017 dari 2017-2019 gimana urusan kedua kita sambung lagi tapi 2019 semua ngerti ngak lu, tak bayar gua tutup kasih tahu teman-teman lu”.

Tabel penggunaan pronomina

Jenis Pronomina	Jumlah
saya	1
aku	2
gue	3
gua	1

Mengamati pembicaraan pada kutipan di atas “maka saya tanya hotel anda masih jalan cuma suratnya dibilang sampai 2017” menurut pengamatan penulis pembicaraan yang dilakukan Ahok pada pengusaha hotel ini awal mula terjadi jadinya emosi Ahok. Untuk mengungkapkan kalimat seperti itu, seharusnya Ahok tidak perlu emosi karena, dengan adanya hal seperti ini penulis melihat terjadi gangguan afeksional pada diri ahok.

Pada kutipan berikutnya terjadi klimaks kemarahan Ahok sehingga kata-kata yang keluar dari ujaran Ahok menjadi tidak teratur dalam pemakaian kata pronomina orang pertama tunggal, seperti kutipan di bawah ini.

“aku lagi cari aturan supaya ibmnya sampai 2019 ngapain paham ndak, paham ndak sekarang undang-undang mengatur lima tahun berubah 2014 sampai 2019 kalau ndak gue dipenjara, gue ini kerja baik aja dipenjara orang,

Kelihatan pada kutipan di atas ketidakteraturan pemakaian pronomina orang pertama tunggal Ahok merubah kata “Aku” menjadi “Gue” kemudian berubah lagi menjadi pronomina “gua”. Ketidak teraturan dalam pemakaian pronomina itu merupakan suatu gangguan pada hemisfer kanan lebih tepatnya pada gangguan afeksional atau emosi. Sebagaimana yang dikatakan oleh Sastra (2010: 104) mengatakan penderita afeksional tidak dapat mempertahankan kata-kata yang diujarkannya. Dengan munculnya ujaran yang dituturkan oleh ahok telah menimbulkan ketidak santunan dalam bicara seperti yang dikatakan oleh Keraf (2010: 114).

Kemaraahan ahok tersebut juga diungkapkan oleh salah satu TV swasta yakni TV One, sebagaimana yang dikatakan Presenter Annisa: gubernur DKI Jakarta memarahi seorang pengusaha hotel yang dinilai melanggar fungsi bangunan, emosi ahok meledak setelah pengusaha hotel itu mendesak Ahok memperpanjang izin usahanya.

Pada kutipan di atas tidak tercapailah komunikasi yang baik lantaran rasa amarah yang penuh dengan emosi yang berlebihan kepada pengusaha hotel. Sebagaimana yang dikatakan Keraf (2010: 114) komunikasi yang baik itu adalah komunikasi yang tidak saling melukai

perasaan satu sama lainnya maksudnya di antara penutur. Sementara itu Semi (2008:25) juga mengatakan komunikasi merupakan gejala relasional dan merupakan hasil kreasi yang estetik.

Di sisi lain Annisa juga mengatakan dengan kata-kata yang sangat seram yang diberikan untuk selevel Gubernur sebagaimana kutipan di bawah ini.

Annisa: Ahok naik pitam, gubernur DKI Jakarta itu lagi-lagi tak bisa menahan emosi kali saat-saat berhadapan dengan pengusaha hotel di Magga Besar, Handoyo. Yang memprotes perpanjangan izin hotelnya hingga tahun 2017 karena berada di zona permukiman, awalnya ahok menanggapi dengan santai dan mengatakan akan mengkaji sesuai aturan namun karena Handoyo terus ngotot mendesak Ahok memperpanjang izin hotelnya hingga 2019 gubernur yang terkenal temperamental itupun akhirnya gusar.

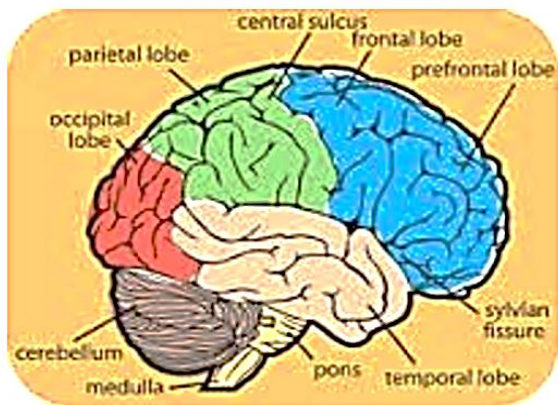
Annisa mengatakan, "Ahok naik pitam" kata naik pitam tidak cocok diberikan untuk Ahok sebagaimana peneliti ketahui, Ahok adalah orang nomor satu di Jakarta. Kata naik pitam lebih cocok diberikan kepada masyarakat kelas bawah yang lagi sedang marah. Menurut peneliti Ahok sudah mengalami gangguan pada hemisfer kanannya. Orang yang tidak mengalami gangguan pada hemisfer kanannya tidak akan menyinggung perasaan lawan tuturnya. Ujaran yang dituturkan oleh presenter tidak dapat pula disalahkan karena kemarahan ahok pada pengusaha hotel tersebut sudah di luar batas komunikasi yang baik. Sebagaimana yang dikatakan oleh Keraf (2010: 114) komunikasi

yang baik itu adalah komunikasi yang tidak menyinggung perasaan lawan tutur.

Berdasarkan komentar di atas, dapat peneliti simpulkan bahwa gangguan afeksional/emosional yang terjadi pada seorang pasien telah menimbulkan penurunan harga diri pada seorang pemimpin tersebut selevel Ahok. Gangguan hemisfer kanan pada Ahok ini tergolong pada gangguan afeksional ekspresif. Dharmaperwira-Prins (2010:73) mengatakan pengungkapan perasaan melalui prosodi dilakukan sebagian secara sadar..... Hal tersebut terbukti dengan ujaran Presenter TV one.

Annisa: Meski dalam keadaan emosional Ahok tetap meladeni masyarakat yang ingin berfoto dengannya sementara terkait maraknya pelanggaran fungsi bangunan dilahan permukiman yang dijadikan usaha Ahok akan membuat perda baru perihal untuk peruntukan dan pajak hotel. Dari Jakarta Fahmi Idris Sutrisno, Rian syahrul TV One mengabarkan.

Berdasarkan pada ujaran yang disampaikan oleh presenter TV One Annisa di atas, dapat peneliti katakan Ahok merupakan seorang pemimpin yang mengalami gangguan hemisfer kanan dan hal ini akibat gangguan di ganglion basal kanan atau hubungan daerah ini dengan daerah inferio-lateral di lobus frontal kanan. Lobus frontal berfungsi untuk kelainan lobus frontal sering mengakibatkan gangguan kognitif, persepsi, dan emosional besar, seperti: skizofrenia, catatonia, mania, depresi, dorongan obsesif, aphasia, delusi confabulatory, dan "kepribadian lobus frontal. Hal tersebut dapat dilihat pada gambar di bawah ini.



Ahok : Anda dengarin saya, saya jelasin baik-baik ya, jadi usahanya bagaimana, masalah pemondokan, boleh tdak kita kasih perumahan pemondokan. Ya, Ngak boleh dong sekarang. Itu perda, terus izin nya dicabut, ya tak bisa kasih izin, dari situ ada gubernur punya hak memberikan toleransi dua tahun untuk operasional. Ada perpu yang mengatur, dia ngotot, dia mulai langsung diubah, kan ngeyel banget, saya udah bantuin anda gitu lu, ngeyel dari tadi gitu lu, ngotot.

Pada saat emosi Ahok mulai mereda kata pronominan yang diujarkan ahok mulai teratur hal tersebut dapat dilihat pemakaian pronominan orang pertama tunggal. Dalam kutipan di atas tidak satupun pemakaian pronominan orang pertama yang dicampur dengan pronominan lain selain dari “saya”.

b. Kesantunan dalam Bertutur

Data 2. Ngeri, video Ahok ngamuk ke Lulung gara-gara Lulung potong pidato Ahok

Pada judul video di atas menunjukkan Ahok cepat marah, gara-gara pidatonyo dipotong oleh salah seorang anggota dewan perwakilan rakyat daerah (DPRD) DKI sehingga

membuat beliau emosi. Dengan terjadinya hal seperti ini membuat pertemuan mediasi di kementerian dalam negeri bersama gubernur DKI Jakarta dan jajarannya serta anggota DPRD DKI Jakarta menjadi bubar. Seperti yang diberitakan oleh Presenter Metro TV: pertemuan mediasi di kementerian dalam negeri bersama gubernur DKI Jakarta dan jajarannya serta anggota DPRD DKI Jakarta semula berjalan lancar.

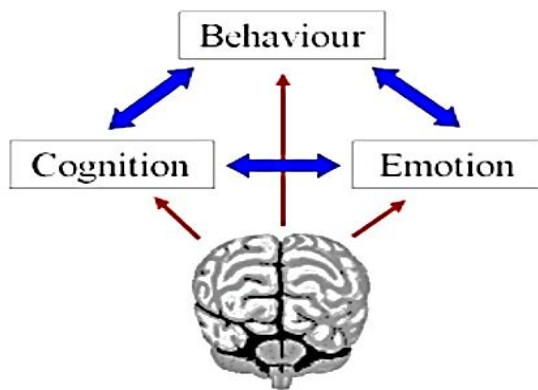
Menurut pengamatan peneliti hal ini terjadi kesalahan dalam menempatkan dan menggunakan bahasa. hal tersebut terlihat pada penyampaian Ahok pada kutipan tuturan Ahok di bawah ini.

Ahok: ini..... saya mau tanya pada beliau- beliau ini yang ikut sesuai ketentuan atau tidak, coba angkat tangan.

Pada kutipan di atas Ahok menggunakan kata-kata beliau-beliau ini, menurut peneliti kata-kata ini kurang tepat dipakai dalam suasana seperti ini. Ini adalah pertemuan kepala pemerintahan dengan anggota dewan perwakilan rakyat daerah DKI sebaiknya tidak menggunakan kata “beliau”, lebih baik Ahok menggunakan kata “Bapak”. Kemudian kata “yang ikut sesuai ketentuan atau tidak” seolah-olah kata ini sifatnya menekan, kemudian kata “coba angkat tangan” menurut peneliti kata ini tidak cocok dipakai untuk pertemuan ini. Sebaiknya ahok membukakan cara berpikir cognitive. Ide ini diperjelas oleh Keraf, (2010: 117—120) mengatakan gaya bahasa resmi merupakan gaya bahasa dalam bentuk lengkap, gaya bahasa ini terpelihara dari bahasa yang tidak sopan. Seperti amanat kepresidenan,

pidato-pidato yang penting, artikel-artikel, tajuk rencana, khotbah-khotbah di mimbar.

Menurut penulis kata-kata yang digunakan oleh Ahok tidak sesuai dengan penggunaannya dan penempatannya seperti kutipan di atas. Ujaran tersebut dapat digunakan untuk bawahan. Sedangkan DPRD bukan bawahan Ahok. Jadi pola pembicaraan Ahok tersebut dapat peneliti gambarkan seperti gambar di bawah ini.



Cognition merupakan suatu pola pikir yang bersifat membangun dan dilandasi dengan sikap atau tingkah laku yang baik dan sopan dan dapat menahan emosi. Kalau seandainya penutur tidak dapat menahan emosi berarti telah terjadi gangguan afeksional pada penutur tersebut. Terlihat di sini Ahok tidak menghargai lawan bicaranya.

Menurut Keraf (2010:114) yang dimaksud kesantunan dalam bertutur adalah kita harus memberi penghargaan dan menghormati kepada lawan bicara dan dapat menggunakan kata-kata yang tepat dan sepantasnya. Misalnya: kita harus dapat menempatkan kata-kata, baik kebawahan, ke sesama teman, ke atasan, ke lingkungan pejabat, ke lingkungan masyarakat bagian bawah, ke lingkungan pendidikan maupun ke Presiden.

Presenter Metro: namun Ahok sempat memanas ketika pidatonya disela wakil ketua DPRD DKI Jakarta Abraham Lunggana.

Pada kutipan di atas Ahok tidak dapat menahan emosinya saat wakil ketua Dewan Perwakilan Rakyat Daerah DKI Jakarta menyela pidatonya. Menurut Presenter di Metro Ahok memanas ketika pidatonya disela anggota dewan. Dapat penulis simpulkan bahwa Ahok mengalami gangguan Afeksional. Di mana Ahok tidak berhasil meredam emosinya saat pidatonya disela oleh wakil ketua anggota Dewan Perwakilan Rakyat Daerah DKI Jakarta.

KESIMPULAN

Hasil dari penelitian ini telah menghasilkan beberapa temuan. Temuan yang pertama adalah munculnya gangguan afeksional/emosional yang terjadi pada Basuki Cahaya yang disebut dengan Ahok. Pada saat Ahok mengalami emosi kelihatan sekali ketidakteraturan dalam menggunakan kata-kata dalam bertutur dan Ahok kelihatan inskontisional dalam pemakaian kata terutama dalam pemakaian kata-kata pronomina dan kata-kata atau bahasa baku untuk tingkat seorang pejabat negara atau kepala pemerintahan untuk suatu daerah.

Kesantunan dalam bersikap dan kesantunan dalam bertutur juga peneliti temukan dalam sikap dan tuturan Basuki Cahaya (Ahok) ketika berhadapan dengan pejabat Dewan Perwakilan Rakyat Daerah (DPRD) (DKI) Jakarta. Hal ini juga ditentukan bagaimana menempatkan kata-kata yang tepat dalam menyampaikan pidatonya.

SARAN

Penelitian ini sangat menarik sekali oleh sebab itu peneliti sangat berharap kepada peneliti lainnya untuk melanjutkan penelitian dengan konteks dan judul yang baru.

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IMPROVING STUDENTS SPEAKING SKILL BY USING DEBATING STRATEGIES AT UNIVERSITIES IN BATAM

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Abstrak

Penggunaan Bahasa Inggris khususnya berbicara tidak mudah bagi siswa, karena mereka harus master dalam beberapa element penting dalam berbicara, seperti pronunciation, grammar, vocabulary, fluency dan comprehension. Untuk memiliki keahlian dalam berbicara, siswa harus memiliki strategi dalam berbicara. Debat adalah strategi yang sangat membantu dalam thinking dan reflection. Tujuan dari penelitian ini adalah (1) untuk menjelaskan faktor-faktor yang mempengaruhi perubahan keahlian berbicara bahasa Inggris siswa dengan menggunakan strategi debat. (2) untuk menjelaskan apakah strategi aktivitas debat ini bisa meningkatkan keahlian berbicara bahasa Inggris siswa di Universitas di Batam. Data dalam penelitian ini dikumpulkan melalui 2 cara; kuantitatif dan kualitatif data. Data dikumpulkan melalui observasi dan interview dan test speaking. Dan selanjutnya informasi yang didapat dari Data di arrange dan interpret. Data dianalisa dengan menggunakan teori Gay Airasian (2000:239). Metode yang digunakan dalam penelitian ini adalah metode Penelitian Tindakan Kelas (PTK).

Keywords: Debate strategies, speaking Skill.

INTRODUCTION

Many teachers realize that the best strategy for motivating the students to communicate in English is by changing the situation in the class. By creating an interesting and motivating environment, the students are expected to be immersed in the activities given by the teachers. This idea is also supported by Bailey (2003: 48) saying that an ideal teacher should provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Therefore, the teacher should keep encouraging the students to get involved during the process of learning in the class most of the time.

Speaking Skill

Mastering speaking skill is essential to connect to the audience. Widdowson (1984:58) says that speaking is the active or productive skill and makes use of the oral medium. He further says that communication through speaking is commonly performed face to face and occurs as a part of dialogue or other forms of verbal exchange.

In discussing speaking, Morris (1980: 24) states that a living language is basically oral communication. It is speaking that serves as natural means of communication between members of community, both for expression of thought and as a form of social behavior. Wilkins (1988:24) states that in speaking the ability to compose sentences is needed but it is not the

only ability needed because oral communication takes place when someone makes use of sentences to perform a variety of different social nature.

In addition, Harmer (2001:269) says that speaking is the ability to speak English fluently presupposes not only knowledge on the spot. He further says that among the elements necessary for spoken production are the following: (a) connected speech means effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech meanings. They allow the extra expressions of emotion and sensitivity. (b) Lexis and grammar means spontaneous speech is marked by the use of a number of common lexical phrases especially in the performance of certain language functions. (c) Negotiation language means effective speaking benefits from the negotiation language, we use to speak clarification and to show the structure of what we are saying.

From the above opinions we can infer that speaking is conveying message orally to the others and, of course, we have to consider the structure and spoken production.

Debating Activities

Debating is a clash of arguments for every issue. There are always different sides of the story and people support or disagree with certain issues. Debating seeks to explore the reasons behind each argument. To make those reasons understandable and convincing, debaters should deliver their arguments with good communication skills.

Mc. Robert in Mayuni et al (1995:42) states that debate is considered the most structurally exact form of persuasive speech. It usually focuses on a proposition of a controversial subject in which two opposing sides attempt to convince an audience that their ideas and argument are right. In addition, Mowbray and George (1992:67) say that debating is a way of arguing constructively. Debate is the process which determines how change should come about. From the above opinions we can conclude that debating activities in the classroom are very interesting and challenging because the students are encouraged to speak English fully and explore their ideas in a good way.

To score the debating activities, the researcher will use the scoring rubric from formal debate. Mayuni (1995: 45) states that there are three criteria in assessing the debating activities. They are matter, manner, and method. Matter consists of subject reasonable approach, information in support the theme and interpretation. Manner consists of rapport, presentation, delivery- persuasive and appearance- confidence. Method consists of argument construction of speech, conclusion and timing. In addition, debate can improve the students speaking skill and motivation. There are several advantages of doing debate in the classroom such as: debating is a sport of mind and voice, debating can create the skills you need for success, debate can give the power to change things.

Kinds of Debating Activities

According to McManus and Smart in Mayuni et al (1995:42) there are three types of debates, seen from the total number of participants in a debate. They are six person debates, whole class debates (consisting of two opposing sides) and two person debates. From its delivery method, debates can be categorized as follow: first, Parliamentary debates. In a parliamentary debate three speakers from the government and opposition, respectively deliver quite lengthy speeches in favor of, and against, a bill, amendment, or motion. After this, there is a question time, in which queries are directed at the Prime Minister, after which the leader of the opposition has the right of reply. Finally, the house votes and the bill is passed or lost. Second, Formal debates. Formal debates consist of three speakers for the affirmative and three for negative. Respectively, each of the team delivers speeches of some 7-10 minutes. Each speaker is marked by a panel of adjudicators, and the marks for each team are finally added up to decide which team has won. Third, Oregon debate. It resembles formal debate, except that each speaker has the additional task of cross-examining for 3 minutes the previous speaker. Each team captain (usually number 3 on each side) has the right of reply. Each speaker's speech is marked in the usual way, and the winner of each cross examination is given a bonus mark. Finally, the winning team is announced by the adjudicators. The fourth is Single debate. Single debates have just two speakers (the first affirmative, the second is negative) competing against one another. Each has the right of reply. Marks are allocated by

adjudicators, and the winner is announced at the end.

According to Kennedy (2007) debate can be classified into four types. They are: (1) Fishbowl debate. The teacher divides the class into two groups, and each group works together to formulate arguments for their assigned viewpoint. After each side has presented their arguments, the groups give rebuttal back and forth. In another type of fishbowl debate the students are divided into three groups-one group of experts for each side of issues and the remaining students represent the audience. (2) Think pair share debate. Students' first think and make notes individually. Then they work in pairs to create lists of reasons to support both sides of an issue. Next, two pairs work together to come to a consensus on which side they wish to support and refine their list or reasons for that side. Finally, each group of four students shares its conclusion and supporting arguments with the whole class. (3) Problem solving debate. It involves eight participants, four on each side, debating a question such as "Should capital punishment be abolished?" in this format, the first two speakers present the historical and philosophical background information, the second set of speakers explains why changes are or are not justified, the third pair of speakers suggests a plan, and the last two speakers summarize the position of each team.

In this research, the researcher will use formal debate since it is easy to use and it is more challenging.

Procedure of debating Activities

In order to be able to run the debate effectively, the students need to know the procedures of the debate. According to Mayuni et al (1995: 46) adds some more opinions to conduct the debate: first, The chairperson welcomes the audience, announces the subject, introduces the two teams (their stance relative to the subject, and each speaker's name), describes the condition of the debate and introduce the adjudicators and then first speaker for the affirmative case open the debate, and so through both team, finally asking the adjudicator to deliver his opinions and announce the winning team. Second, the first affirmative speaker introduces the topic, providing a working definition and outlining the major reasons for his/her team's support of the topic statement.

He/she then argues the points allotted as a way of introducing the affirmative case, and finally summarizes what has been said. Third, the first negative speaker either accepts, rejects or modifies the affirmative's definition of the topic, then outlines the negative team's major affirmative reasons for rejecting the topic statement. Then he/she argues the points allotted, introducing the body of the negative case, and finally summarizing what has been said.

Next, the second affirmative speaker may offer further comment on the matter of basic definitions of the topic, before attacking the negative case in general and rebutting the first negative's allotted points specifically. He/she then advances the remaining arguments of the affirmative case, and summarizes. After that, the second negative speaker may attempt to

conclude any dispute over definitions, and then refute the second affirmative's allotted points, before going on to the last points of the negative case, and summarizing. Next, the third affirmative speaker rebuts the second negative's points, and may add any final points of the affirmative case. He/she then compares the two cases overall, arguing why the affirmative is the more weak and summarizing the whole debate to reflect well upon his/her team.

Finally, the third negative speaker rebuts the third affirmative's points, and then presents his/her overall comparison of the two cases so as to make the negative out to be better. He/she is not allowed to introduce any new points. After that, the adjudicator now presents his/her analysis and evaluation of each team. To assist in this task, he/she will have written down notes and marks for each speaker (judging matter, manner and method separately) while the debate was in progress.

Advantages of Debating Activities

Hyland (1993:25) says that debating has several advantages for the students such as: (1) debate can motivate the students since the students will be ensured that the communication acts they are doing have a real purpose instead of mere make believe. (2) Debate can develop the fluency in communication using the target language. Students are motivated to communicate using the target language because they are immersed in environment where language becomes a primary necessity, such as in debate. (3) It is a combination of the skills in the language. It gives opportunity for the students to apply their language skills and also

develop cross cultural adeptness and second language capability. (4) It motivates the students to be active participants in the discussion among their friends. (5) It can reduce the student's anxiety since the students are not evaluated nor corrected in detail in relation to his/her capability in second language.

Based on the above opinions it can be concluded that by doing debate in the classroom the students' speaking skill will be maximized since it can build the students self-confidence to talk in the classroom and motivate them in studying the language.

METHOD

This paper is a Classroom Action Research. Gay and Airasian (2000:593) say that classroom action research (CAR) is intended to describe teacher initiated. School based research. In the process several teachers collect the evidence and make decision about their own knowledge, performance, belief and effect in order to understand and improve them. Classroom action research (CAR) also very beneficial to improve the quality of teaching so that the students can achieve the outcome at the end of the course.

FINDINGS AND DISCUSSION

1. The factors influenced the improvement of students' speaking skill by using debating activities.

Besides having the result of students' improvement on speaking skill from tests which were held in the end of each cycle, the researcher also found that the improvement was also due to six factors as follows:

a. Materials

The materials that researcher chose for applying debating activities on maximizing students speaking skill at English department of Riau Kepulauan University. The students were asked to present debating based on the motion that has been provided at the first meeting. From their interviewed result also showed that materials provided in the activities were interesting for the students. Besides that it was also really interesting. By having interesting materials, the students had willingness to have discussion and used English in speaking class.

b. Media

From the cycle one to cycle two, the researcher and the collaborator found that the media used in this research was successfully influence the students' ability to speak better. The debating activities that were used in this research were helpful in gaining the students to speak more in the classroom. Debating activities did not only provide the students with ample opportunities to speak more in the class but also taught them to practice their pronunciation and fluency in speaking better. The result from the student' interview also showed that debating activities was effective to be used in teaching them to speak. They were also trained their listening skill because they had to listen carefully to their opponents in the debating activities.

c. Classroom activity

The classroom activity is one factor which could influence the students' speaking skill. By varying the classroom activities, the researcher could make the students more interested in the teaching speaking. This research showed that the variation of classroom activities could improve

the students' motivation to get more practice in the classroom. They were also more active during the teaching and learning process. In this research the researcher had developed several activities to be done by the students in teaching speaking. The activities could make the classroom atmosphere more effective in the teaching speaking. The activities involve brainstorming, discussion, and using rehearsal or the power of two.

d. Classroom Management

Classroom management is an important role in the teaching and learning process. In this research, the lecturer control on students' activities could improve students' willingness to speak. Besides that, the lecturer guidance and reinforcement during the process of teaching could help the students in understanding the materials given. It could be seen from observation sheet that the lecturer controlled the students' activities during the process of doing task in group discussion. It made them focus on their task and stop doing other activities. From the interview result also showed that the lecturer guidance was useful in helping the students to figure out the meaning of words in the debating. The students said that the teacher always control an activity and help them when they have difficulty in figuring out difficult words and pronunciation.

e. Teacher Approach

Teacher approach determined the success of teaching result. As it was done in this research, the researcher tried hard to have good approach to the students. She made the classroom atmosphere enjoyable, so the students did not feel shy to speak in the classroom.

Besides that, the students were also given motivation in order to lead them to have a lot of practice in speaking skill in the debating activities. By doing a lot of practice, their speaking skill could be improved.

f. Lecturer Strategy

Lecturer strategy also one of important factors influenced the students' speaking skill. Based on the result from the two cycles, the researcher and the collaborator found that the strategy applied by the researcher had significantly improved the students' ability to speak more in the classroom. Besides that their motivation increased during the strategy used to develop the students' speaking skill. The interviewed to the students revealed that they would not deny that the strategy applied for improving them in speaking skill by using debating activities was really helpful. Through the strategy, they could develop their speaking skill and became more active in the classroom.

2. The extent to which debating activities improve the students' speaking skill

From the test performance, it was shown that, the students' class average score increased. The students' class average score of vocabulary was 63,2. The grammar term was 62,4. Pronunciation term was 64.8. Fluency term was 64.8, and comprehension was 76. The improvement of students' speaking skill above can be seen in the following table

Table 4.1:

The Class Average Score of the Students' Speaking Skill for each Indicator in the First Cycle

No.	Cycle I	Components measured in Speaking Skill				
		Vocabulary	Grammar	Pronunciation	Fluency	Comprehension
1	Meeting 1	50,4	48	45,6	43,2	54,4
2	Meeting 2	55,2	52	55,2	63,2	60
3	Meeting 3	71,2	60,8	54,4	62,4	63,2
4	Meeting 4	63,2	62,4	64,8	64,8	76

The level of the students' speaking skill in each indicator could be illustrated in the following graph.

Figure 4.1.

The Improvement of Students' Achievement on Getting Speaking Skill's Indicator in Cycle I

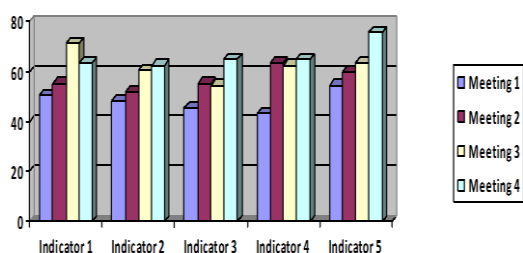


Figure 3 presented that there were some of changes in the students speaking skill that was done by debating activities. The graph illustrated that the students score increased but not really significant in this cycle. Based on the graph presented the average score of speaking skill for each indicator in the first cycle illustrated that the score of the vocabulary (indicator 1) was higher than others. Here, the students' were able to make progress in improving words and sentences better from meeting to meeting. Through practicing a lot, they were able perform debating activities in the correct choice of words.

After analyzing the data from the first cycle, it could be concluded that the classroom

action research adequately maximize the students' speaking skill by using debating activities. It could be seen from the improvement for all indicators. The comparison score of the students' canspeaking skill improved among the result from the first meeting until the fifth meeting. First, in term of vocabulary, the class average score was improved from 50.4 to 63.2. Second, in term of grammar, the improvement was from 48 to 62.4. Third, the improvement of pronunciation was improved from 45.6 to 64.8. Fourth, the improvement of fluency skill was improved from 43.2 to 64.8. Finally, comprehension was improved from 54.4 to 76.

Table 4.2:

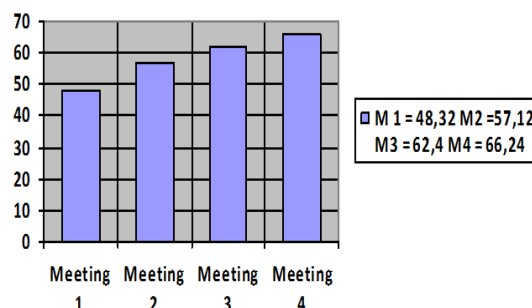
The Class average score of students Speaking Skill in Cycle 1

Meetings			
Meeting 1	Meeting 2	Meeting 3	Meeting 4
48,32	57,12	62,4	66,24

The level of students' speaking skill in each meeting could be illustrated in the following graph.

Figure 4.2

The Students' Average Mean Score on Speaking Skill in Cycle 1



Because the percentage of indicators in this cycle increased, the average score of speaking skill in this cycle was also increased.

The average score in the first meeting was 48.32. In the second meeting the average score increased up to 57.12 and in the third meeting it became 62.4. In the fourth meeting, the students speaking skill increased up to 66.24.

The students' progress in speaking skill from the first meeting to the fourth meeting was influenced by several factors. First, the difference materials used in the difference meeting influence the students' average score in speaking. The materials that were used for each meeting consisted of different motion/topics. In the first meeting, the students were provided with some explanation and the rules in the debating. Second meeting, the students were debating about housewives should be allowed to have permanent job outside. The students' presentations in the second meeting were a little bit stiff because they did not used to have debating before. The third meeting, the students were debating about drug users should be sentenced to the death penalty. In the next meeting, the students were debating about national examination should be stopped. The students did not have many problems since they were asked to dig the library and find some relevant information from the internet.

The second factor was the media used in teaching speaking by using debating activities. The media used in this research had successfully improved their speaking skill from meeting to meeting. Through debating activities, they could practice their English without any burden since the lecturer did not angry if they made mistakes. They can explore their knowledge and opinions in the debating activities. As a result, it was

proved that the media could increase the students' speaking skill better.

The third factor influence the students' speaking skill was classroom activity. The classroom activity provided by the teacher had successfully developed the students' speaking skill better. They could get more practice during the classroom activity.

The fourth factor was classroom management. The teacher's control in manage the class was also very effective in gaining the students to speak more in the classroom. Teacher guidance and attention during the teaching and learning process could motivate them to speak more in the classroom.

The last factors were the teacher approach and strategy. The teacher approach was helpful in making the students speak better in the classroom. The teacher always gave a personal approach to the lower students and always increased the students' motivation to speak. By doing so, all students could get full attention from the teacher. As a result, the students have eagerness to speak English.

After having obtained the data analysis at the end of cycle one, it can be concluded that the average score of the students' speaking skill was better. However, the average score got by the students showed that a progress was still extremely needed to upgrade more students' speaking skill. There were still some problems found during the teaching and learning process in the classroom. First, some students were still not confidence to speak English. They still kept silent and not participated yet. Second, understanding grammatical form of a sentence was still a problem for the students in speaking

skill.. Third, the students still have lack of vocabulary mastery. It made them faced difficulty in understanding content of the conversation being discussed.

Nevertheless, the result from observation, field notes, and interview also indicated that some students still did not use the expressions that were given to them in the first meeting. Some students also told that some of their friends did not give a good attention to their friends during debating because they were also did another assignment in the classroom.

From the problem mentioned found in the cycle one, the researcher together with the collaborator agreed to continue the improvement for better result followed by the improvement of the teaching and learning process. The researcher needed to improve the technique much better than before. The researcher then needed to get students focus deeply in applying debating activities in the classroom. He also needed to focus more in expanding strategies used for teaching grammar. Thus, the researcher and the collaborator decided to continue the research in cycle 2. It also needed that the revised plan must be revised once again. It was aimed to make better improvement, so that the students could perform their speaking skill by using debating activities in the classroom.

Based on the result from the students' task, test, observation, and interview, it was found that using debating activities text could maximize the students' speaking skill. It was proved from all the indicators of speaking skill that increased from the first cycle to the second cycle. Debating activities gave useful contribution to the improvement of the students'

speaking skill at University in Batam. By having the data from the test in cycle 2, the researcher and collaborator analyzed that the use of debating activities in teaching speaking could improve the students' speaking skill better. The improvement could be seen from each indicators of the speaking skill from the first until the fifth meeting. The average score of the students' speaking skill for each indicator from the first until the fifth meeting could be seen in the following.

Table 4.3:

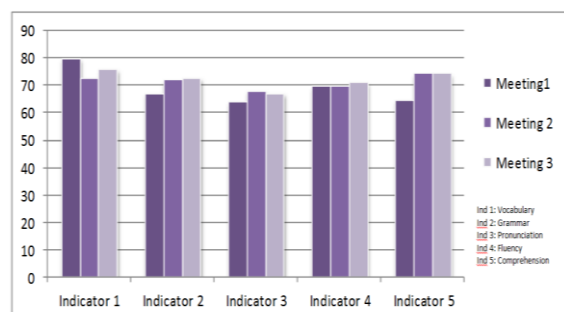
The Class Average Score of the Students' Speaking Skill for each Indicator in the Second Cycle

No.	Cycle II	Indicators of Speaking Skill				
		Vocabulary	Grammar	Pronunciation	Fluency	Comprehension
1	Meeting 1	80	67,2	64	69,6	64,8
2	Meeting 2	72,8	72	68	69,6	74,4
3	Meeting 3	76	72,8	67,2	71,2	74,4

The level of the students' speaking skill in each indicator could be illustrated in the following graph.

Figure 4.3:

The Improvement of Students' Achievement on Getting Speaking Skill's Indicator in Cycle II



After analyzing the data from the first cycle, it could be concluded that the classroom action research adequately improved the students' speaking skill by using debating

activities. It could be seen from the improvement for all indicators. The comparison score of the students' speaking skill improved among the result from the first meeting until the third meeting. First, in term of vocabulary, the class average score was improved from 80 to 81.6. Second, in term of grammar, the improvement was from 67.2 to 71.2. Third, the improvement of pronunciation was improved from 64 to 76. Fourth, the improvement of fluency skill, it was improved 69.6 to 81.6. Finally, comprehension was improved from 64.8 to 87.2. After analyzed the five indicators of speaking skill, the researcher would present the class average score of speaking skill in the second cycle. It could be seen in the table 7.

Table 4.4:

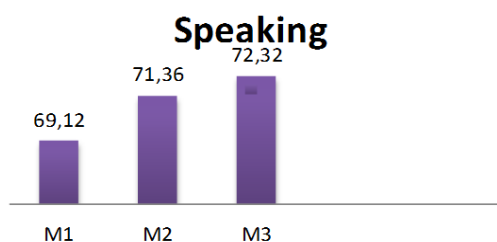
The Class average score of students Speaking Skill in Cycle II

Meetings		
Meeting 1	Meeting 2	Meeting 3
69,12	71,36	72,32

The level of students' speaking skill in each meeting could be illustrated in the following graph.

Figure 4.4:

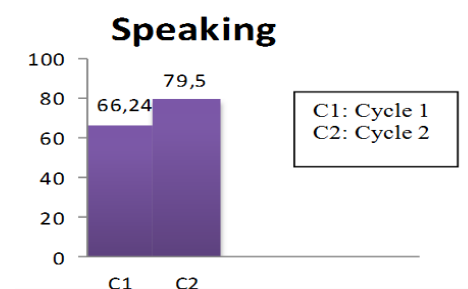
The Students' Average Mean Score on Speaking Skill in Cycle II



Because the percentage of indicators in this cycle increased, the average score of speaking skill in this cycle was also increased. The average score in the first meeting was 69.12. In the second meeting the average score increased up to 71.36 and in the third meeting it became 72.32. The data gained in cycle 2 proved that there was an improvement in students' speaking skill by using debating activities when we compared with the test result in cycle 1. The graph below would give the comparison of the improvement result from cycle 1 to cycle 2:

Figure 4.5:

The Comparison of Students' Mean Score in Cycle 1 and in Cycle II



The comparison above showed the difference average score between cycle 1 and cycle II was about 13.5 points. Thus, it could be concluded that in this cycle, the students gained a good progress and also significant improvements in speaking skill by using debating activities. In short, applying debating activities in teaching speaking could be better used to improve the students speaking skill. There were some points that could be explained from the use debating activities in teaching speaking. First, using debating activities motivated the students to learn speaking in the classroom. Learning through practicing was fun for them. It did not make them bored in teaching

and learning process. They enjoyed studying by performing their speaking skill by using debating activities.

Second, applying debating activities better helped them to improve their communication skill since they are challenge to speak spontaneously in the classroom. Third, debating activities improved their pronunciation through direct model given by the lecturer in the class. Fourth, working together with friends also helped them to overcome the difficulties faced during the teaching and learning process. They could share idea and knowledge to figure out the meaning on the conversation. Through discussion with their friends, it made them easily to do the task. Finally, the lecturer's guidance and explanation continuously to the students made them more active and confidence in speaking class.

CONCLUSION

There were four important factors that supported the students' improvements in speaking skill. The first factor is materials used in the research. By having interesting materials, the students had willingness to have discussion and used English in speaking class. The second factor is the use of media in teaching speaking. The debating activities as one media used highly increased the students speaking skill. Most of the students agreed that by applying debating activities was very helpful in gaining the students to speak more in the classroom. Most of the students expressed their agreement that debating activities better improve their motivation to speak well in the classroom. The third factor is the classroom activity. The

classroom activity that was applied by the researcher better improved the students' participation to become more active in the teaching and learning process. The fourth factor is the classroom management. In this research, the teacher's control and guidance on students' activities could improve students' willingness to speak.

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PEMEROLEHAN SEMANTIK BAHASA MINANGKABAU

ANAK USIA TIGA TAHUN ENAM BULAN

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ABSTRACT

This article describes the semantics of language acquisition Minangkabau children aged three years and six months. The aim of the research is to describe the process of acquirement of Minang Language by three and six months (3.5) years old children semantically. The type of the research is qualitative research by using descriptive method. The research concludes some of the following. (1) child in the preoperational already widely used class of words in conversation or language; (2) children who are at the stage of semantic field use more nouns in ujarannya words of another word class; (3) children aged three years not only say a few classes of verbs, adjectives, nouns, pronouns, numeralia, and said duty in preposition in language ujarannya, but children also understand what he is saying; (4) in the pronunciation of the letter (s) the children can not pronounce correctly. Based on the research it is found excessive generalizing the class of a particular word. The word that tends to generalize excessively by the respondent is a word that is far from the environment and the word which has similar features. In addition, the three classes of words (verbs word class, said class of nouns and adjectives word classes) of respondents also gained other words namely numeralia class and soon. Based on data analysis and discussion that has been done in this study, respondents may otherwise be known at the time of sweeping generalization. Specifically, this research deals with the verbal speech acts of the children which is based on the data analysis and discussion that show the acquirement of Minang Language of denotative meaning lexically can be divided into 1) nominal, 2) Verbal, and 3) adjective.

Keywords: *language acquisition, semantics, the age of three years and six months.*

PENDAHULUAN

Bahasa pertama yang dikuasai anak disebut sebagai bahasa ibu. Pada kebanyakan masyarakat Indonesia, bahasa pertama itu adalah bahasa daerah. Peristiwa ini khusus dialami oleh anak-anak yang berusia 0;0 sampai 0;5. Penguasaan bahasa ibu bagi seorang anak hampir selalu dengan pemerolehan bahasa. Menurut Pateda (1995:54), "Pada awal kelahirannya, anak belum dapat membalas stimulus yang berasal dari manusia, ia belum dapat membalas dengan kata-kata." Biasanya

anak hanya membalas dengan senyuman untuk hal-hal yang dianggapnya lucu. Hal itu membuktikan bahwa anak sudah paham dengan apa yang didengar dan dilihatnya.

Pada hakikatnya, proses pemerolehan bahasa itu pada setiap anak sama, yaitu melalui pembentukan dan pengujian hipotesis tentang kaidah bahasa. Pembentukan kaidah itu dimungkinkan oleh adanya kemampuan bawaan atau struktur bawaan yang secara mental dimiliki oleh setiap anak. Inilah yang disebut dengan alat pemerolehan bahasa (*Language*

Acquisition Devical/ LAD). Dengan ini setiap anak dapat memperoleh bahasa apa saja serta ditentukan oleh faktor lain yang turut mempengaruhinya.

Pemerolehan bahasa (*language acquisition*) adalah suatu proses yang diperlukan oleh anak-anak untuk menyesuaikan serangkaian hipotesis yang semakin bertambah rumit ataupun teori-teori yang masih terpendam atau tersembunyi yang mungkin sekali terjadi dengan ucapan-ucapan orang tuanya sampai ia memilih berdasarakan suatu ukuran atau takaran penilaian, tata bahasa yang baik serta paling sederhana dari bahasa (Tarigan dalam Prastyaningsih, 2001:9). Lebih jelasnya pemerolehan bahasa diartikan sebagai suatu proses yang pertama kali dilakukan oleh seseorang untuk mendapatkan bahasa sesuai dengan potensi kognitif yang dimiliki dengan didasarkan atas ujaran yang diterima secara alamiah.

Untuk memberikan perkembangan pemerolehan bahasa, ada baiknya kalau terlebih dahulu membedakan kematangan anak berbicara kematangannya untuk mendengar pembicaraan orang lain. Kematangan mendengar disebut kematangan menerima dan kematangan mengeluarkan bunyi bahasa adalah kematangan anak untuk berbicara. Stork dan Widdowson (dalam Pateda. 2001:54). Jadi, respon anak berupa senyuman terhadap bunyi bahasa yang didengarnya disebut kematangan menerima.

Ketika seseorang ingin menguasai bahasa, ia berusaha mengerti lebih dahulu apa yang ingin dikatakannya sebelum ia menghasilkan sebuah ujaran. Awalnya, seorang

anak lebih banyak diam dan memperhatikan orang lain ketika berbicara. Artinya, kematangan pertama yang dikuasai anak adalah mendengarkan pembicaraan orang lain. Kematangan berbicara ada hubungannya dengan latar belakang orang tua anak. Templin (dalam Pateda, 2001:61) menjelaskan bahwa anak-anak yang sosio-ekonomi orang tuanya baik, kematangan berbicaranya akan lebih cepat dibandingkan anak-anak yang taraf sosio-ekonominya lemah.

Pemerolehan bahasa dapat diturunkan sejak anak itu lahir dan perlu ditingkatkan oleh orang tua selama masa kanak-kanaknya. Dengan kata lain, ada anak yang memiliki bakat bahasa yang dibawa sejak lahir, tetapi ada pula yang dikembangkan baik di lingkungan keluarga atau sekolah.. Hal ini tampak pada anak berusia tiga tahun enam bulan yang dilacak pemerolehan bahasanya khususnya pemerolehan semantik bahasa Minangkabau. Untuk mengembangkan dan meningkatkan atau bahkan menciptakan kemampuan berbahasa seorang anak, orang tua memerlukan cara mendidik anak tersebut yang sesuai dengan tingkat kemampuan berbahasa dan pemerolehan serta perkembangan bahasa anak tersebut, Chelvi Alyadha.

Hal ini diperkuat oleh pendapat Rusyani (dalam Jurnal Direktori UPI) yang dapat disimpulkan bahwa pada umur 2,5 tahun, seorang anak yang normal sudah dapat mengucapkan fonem-fonem, dan kata yang terbatas sesuai dengan lingkungannya dan benda-benda yang ada di sekitarnya. Di samping itu, kata-kata yang keluar adalah masih terpotong-potong dan ucapannya masih terpelehet. Di samping itu, dapat pula

disimpulkan bahwa seorang anak yang normal, akan mampu memperoleh bahasa pertama bila saraf dan jaringan otaknya tidak terganggu selama masa pertumbuhannya. Perkembangan kejiwaan dan juga gizi serta lingkungan memegang peranan penting dalam pertumbuhan motorik khususnya dalam pemerolehan dan produksi bahasa anak.

Sesuai konsep pendidikan pemerolehan bahasa anak, orang tua harus memiliki metode yang jelas dalam mengisi, meningkatkan, dan mengembangkan kemampuan berbahasa anak dengan sebaik-baiknya karena segala bentuk kecerdasan yang akan dimiliki anak tidak lain harus dimulai dengan bagaimana pemerolehan bahasa anak tersebut yang mereka peroleh dan sangat penting bagi kehidupannya. Pemerolehan semantik anak sesuai dengan perkembangan kognitif anak itu. Pendapat ini dipelopori oleh Jean Piaget yang dinamakan dengan aliran *kognitivisme*. Bila seorang anak perkembangan kognitifnya maju dengan lancar dan normal, maka pemerolehan semantik dan pemerolehan kemampuan lainnya akan normal pula.

Faktor semantik lebih banyak dipengaruhi oleh kematangan anak. Kematangan anak yang dominan di sini lebih banyak dibidang kognitif serta lingkungan anak itu sendiri. Proses kognitif menambah daya serap fenomena itu sendiri. Dengan dasar itu, si anak barulah mampu untuk memberikan makna bagi aktivitas, keadaan, dan benda disekitarnya.

Pemerolehan semantik merupakan bidang kajian terhadap makna, ketika berujar, makna menjadi pokok permasalahan. Jika petutur mengerti makna ujaran penutur, maka komunikasi akan berlangsung. Orang tua harus

mengerti makna tuturan anak agar tahu apa yang dirasakan, diinginkan dan dibutuhkan oleh anak. Oleh karena itu, maka menjadi konsep utama dalam berkomunikasi. Makna menjadi kegiatan yang tidak dapat dipisahkan dari studi linguistik lainnya. Orang mulai menyadari bahwa kegiatan berbahasa sesungguhnya adalah kegiatan mengekspresikan lambang-lambang bahasa tersebut kepada lawan bicaranya. Jadi, pengetahuan akan adanya hubungan antara lambang atau satuan bahasa, dengan maknanya sangat diperlukan dalam berkomunikasi dengan bahasa itu.

Selanjutnya, Putri,dkk juga menyimpulkan hasil penelitiannya dalam bentuk jurnal sebagai berikut. Pada tataran semantik hampir semua ujaran anak mengandung makna denotatif, hanya ada dua kalimat yang muncul dengan makna konotatif. Berdasarkan temuan tersebut dapat disimpulkan, bahwa anak-anak usia dini di desa Beraban Kecamatan Kediri, Tabanan, memperoleh fonologi, morfologi, sintaksis dan semantik secara bertahap yang sesuai dengan usianya dan mulai dari yang sederhana hingga yang kompleks

Semantik merupakan cabang linguistik yang mempunyai hubungan erat dengan ilmu-ilmu sosial lain. Salah satunya adalah sosiologi. Sosiologi mempunyai kepentingan dengan semantik karena sering dijumpai kenyataan bahwa penggunaan kata-kata tertentu untuk menyatakan suatu makna dapat menandai identitas kelompok dalam masyarakat. Pada tahap pemerolehan bahasa, khususnya anak usia tiga tahun enam bulan, memiliki kosa kata terbatas. Meskipun demikian, anak telah mampu berkomunikasi dengan orang di sekitarnya.

Bentuk komunikasi tersebut dapat berupa komunikasi verbal maupun nonverbal. Hal ini merupakan bentuk pemahaman terhadap makna ujaran yang didengarnya.

Aliran yang Mempengaruhi Pemerolehan Semantik

a. Aliran Empirisme

Menurut Maksan (1995:11) aliran empirisme beranggapan bahwa kebenaran itu datangnya dari lingkungan. Lingkungan tersebutlah yang mempunyai peranan dominan dalam diri sendiri. Pernyataan ini menunjukkan bahwa pemerolehan bahasa dipengaruhi oleh lingkungan. Penguasaan anak terhadap bahasa merupakan proses dari hasil inderawi manusia. Hal ini berarti penguasaan bahasa anak berasal dari apa yang didengar.

Otak bayi merupakan kertas kosong yang hanya diisi oleh indera. Hal ini berarti anak menerima semua yang diberikan oleh lingkungan. Padahal belum tentu semua yang diberikan lingkungan itu baik. Dampak terburuk yang dialami anak jika lingkungan memberikan sumbangan negatif terhadap pemerolehan bahasa. Secara tidak langsung pemerolehan sikap si anak dipengaruhi oleh bahasa.

b. Aliran Kognitivisme

Maksan (1995:13) menyatakan aliran kognitif anak berdasarkan pada perkembangan kognitif anak. Bila perkembangan kognitif anak maju dengan lancar dan formal, maka pemerolehan bahasa dan pemerolehan kemampuan-kemampuan lainnya akan normal pula. Jean Piaget (dalam Chaer, 2003:223) menyatakan, “bahasa itu bukanlah suatu ciri

alamiah yang terpisah, melainkan salah satu diantara beberapa kemampuan dari kematangan kognitif anak.”

Pemerolehan semantik merupakan kajian terhadap pemerolehan bahasa anak. Aliran yang mempengaruhi pemerolehan semantik adalah aliran empirisme dan kognitivisme. Aliran ini dapat membantu untuk mengetahui hal-hal apa saja yang mempengaruhi pemerolehan bahasa anak, baik terhadap kelas nomina, verba, dan adjektiva.

Teori mengenai pemerolehan semantik antara lain sebagai berikut. *Pertama*, teori hipotesis fitur semantik. Teori ini menyatakan adanya hubungan anatara penanda dengan yang ditandai. *Kedua*, teori hipotesis hubungan-hubungan gramatikal. Teori ini menyatakan ada hubungan antara kata yang satu dengan kata yang lainnya. *Ketiga*, teori hipotesis generalisasi. Teori ini menyatakan adanya suatu pengelompokan terhadap sesuatu. *Keempat*, teori hipotesis primitif-primitif universal. Teori ini menyatakan adanya hubungan antara pemerolehan semantik dengan perkemngankognitif anak dan ini berlaku bagi anak di seluruh dunia.

Menurut Eve Clark dalam (Chaer. 2002: 196-197) secara umum menyimpulkan perkembangan pemerolehan semantik ke dalam empat tahap, yaitu (a) tahap penyempitan makna. Tahap ini berlangsung antara umur satu samapai satu setengah tahun (1:0–1:6). Pada tahap ini kanak-kanak menganggap satu benda tertentu yang dicakupi oleh satu makna menjadi nama dari benda itu. Dengan kata lain, anak mampu menamakan suatu benda yang dikenalkan dengan nama pertama yang

diberikan oleh orang disekitarnya. (b) tahap generalisasi berlebihan. Tahap ini berlangsung antara usia satu tahun setengah sampai dua tahun (1:6–2:6). Pada tahap ini anak-anak mulai menggeneralisasikan makna. Atau anak sudah mampu menamakan suatu benda dengan benda lainnya dengan cara yang hampir sama. (c) tahap medan semantik. Tahap ini berlangsung antara usia dua tahun setengah sampai usia lima tahun (2:6–5:0). Tahap ini adalah suatu tahap yang menyatakan bahwa anak sudah dapat mengelompokkan kata-kata yang sama dengan makna yang sesuai dengan referensinya sesuai dengan medannya masing-masing. (d) tahap generalisasi. Tahap ini berlangsung setelah anak-anak berusia lima tahun. Tahap ini menyatakan bahwa anak sudah mampu mengelompokkan suatu kata yang maknanya khusus tersebut ke dalam kelompok makna yang sama.

METODE

Penelitian yang digunakan adalah penelitian kualitatif dengan metode deskriptif. Hal ini disebabkan penelitian meneliti yang berkenaan dengan tuturan verbal pada anak usia tiga tahun enam bulan. Oleh karena itu, metode penelitian ini cocok digunakan dalam penelitian ini.

Menurut Ibnu Suhadi, Dkk (2003:8), penelitian kualitatif yaitu penelitian yang datanya dinyatakan dalam bentuk verbal dan dianalisis tanpa menggunakan teknik statistik. Penelitian kualitatif merupakan penelitian yang didasarkan pada data alamiah yang berupa kata-kata dalam mendeskripsikan objek yang diteliti. Penelitian kualitatif berusaha mengungkapkan

gejala holistik kontekstual (secara utuh sesuai dengan konteks) melalui kegiatan pengumpulan data dari latar yang alami (Rofi'udin, 2003:22).

Metode deskripsi adalah penelitian yang dirancang untuk memperoleh informasi yang menggambarkan sifat objek (variabel) yang diteliti pada waktu itu. Penelitian deskripsi dirancang untuk memperoleh informasi tentang status gejala pada saat penelitian dilakukan. Penelitian ini diarahkan untuk menetapkan sifat situasi pada waktu penyelidikan itu dilakukan. Tujuan penelitian ini adalah untuk melukiskan variabel atau kondisi "apa yang ada" dalam suatu situasi.

Dari uraian di atas, dapat disimpulkan bahwa penelitian kualitatif adalah penelitian yang berdasarkan data alamiah yang mengungkapkan gejala holistik dan dideskripsikan dalam bentuk verbal atau kata-kata, tanpa menggunakan angka-angka. Sedangkan metode deskripsi adalah penelitian yang menggambarkan atau melukiskan subjek penelitian (kondisi) pada waktu diteliti.

Teknik pengumpulan data terdiri atas empat teknik sebagai berikut. *Pertama*, teknik pengamatan langsung. Dilaksanakan dengan cara peneliti langsung sebagai lawan tutur atau mengajak bicara responden.. Hal ini dilakukan oleh peneliti dengan tujuan agar penelitian ini berlangsung secara alami tanpa rekayasa. Peneliti ikut serta dalam proses observasi langsung tentang pemerolehan bahasa Minangkabau pada anak baik pada kelas kata verba, kelas kata nomina, maupun pada kelas kata adjektiva. *Kedua*, teknik catatan lapangan. Teknik ini berupa pemaketan dengan membuat semua catatan pengamatan, catatan teori, dan

catatan metodologi. Proses ini dilaksanakan setelah diadakan pengamatan langsung. *Ketiga*, teknik wawancara. Teknik wawancara yang dimaksud adalah wawancara antara peneliti dengan informan, yakni orang yang terdekat dengan responden. Dalam wawancara digunakan catatan dan alat rekam. *Keempat*, teknik penggunaan dokumentasi. Dokumentasi yang dimaksud adalah foto-foto yang nantinya akan mempertegas fakta bahwa penelitian ini memang dilakukan secara jujur.

Teknik analisis data dilakukan dengan lima cara sebagai berikut. *Pertama*, pengumpulan data. Pada tahap pengumpulan data yang dilakukan adalah pengamatan langsung, pencatatan lapangan, wawancara dengan informan utama, merekam, dan kemudian menginventarisasikan data serta mengelompokkan sesuai dengan kelas kata pada pemerolehan semantik anak (kelas kata verba, kelas kata nomina, dan kelas kata adjektiva). *Kedua*, deskripsi data. Mendeskripsikan pemerolehan semantik bahasa Minagkabau anak baik pada kelas kata verba, nomina, dan adjektiva. *Ketiga*, reduksi data. Memilih, menyederhanakan data, dan mentransformasikan data mentah dari deskripsi pemerolehan semantik bahasa minagkabau anak pada tahap senso-motor. Data yang dipilih tersebut baik dari hasil rekam maupun dari hasil wawancara dengan informan utama. *Keempat*, penyajian data. Data disajikan dalam bentuk teks naratif. Data yang diuraikan adalah semua data yang diperoleh dari pengamatan langsung, wawancara dan pencatatan. Penguraian tersebut dibantu dengan pemaketan catatan lapangan. *Kelima*, penarikan kesimpulan. Penarikan

kesimpulan dilakukan dengan cara peninjauan terhadap semua aspek yang telah dideskripsikan.

Informan penelitian terdiri atas biodata responden nama dan biodata informan. Responden bernama Chelvi Alyadha dengan tempat tanggal lahir Guguk Langau Ijau. Jenis kelamin perempuan dan berusia tiga tahun. Informan bernama Wesy berlatar di Guguk langau ijau dan pekerjaan ibu rumah tangga.

Hubungan dengan responden adalah sebagai ibu kandung dari responden (Chelvy Alyadha) yang merupakan anak ketiga, sedangkan hubungan dengan peneliti adalah tetangga.

HASIL DAN PEMBAHASAN

Hasil penelitian menunjukkan bahwa anak usia tiga tahun enam bulan mampu menyampaikan maksudnya dengan ucapan yang baik. Dalam analisis data ini diuraikan tentang tiga hal. Ketiga hal tersebut adalah (1) pemerolehan semantik pada kelas kata verba, (2) pemerolehan semantik pada kelas kata nomina, dan (3) pemerolehan semantik pada kelas adjektiva.

1. Pemerolehan Semantik Pada Kelas Kata Verba

Berdasarkan penelitian diperoleh bahwa responden telah mampu mengungkapkan apa yang ingin disampaikan dengan baik. Hal tersebut dapat dilihat pada contoh yang diujarkan anak antara lain sebagai berikut.

- (1) Ibu Ichel ka paca (Ibu Chelvi ke pasar)
- (2) Ichel lah andi (Ichel sudah mandi)
- (3) Ichel pakai adak lu (Ichel memakai bedak tabur)
- (4) Enek macak di dapuie (Nenek sedang memasak di dapur)

- (5) Mbiak patu ayah bu (Ambilkan sepatu ayah bu)
- (6) Uni Lya Chel pai kola (Uni Lya ichel pergi sekolah)
- (7) Ci ni Esa (terima kasih ni Esa)
- (8) Li mico Bia bu (beli Miso Tek Bia bu)
- (9) Kakek bayang (kakek lagi shalat)
- (10) Ibu ichel nyasah (Ibu Ichel sedang mencuci)

Berdasarkan contoh-contoh ujaran anak di atas, terlihat bahwa anak mampu mengucapkan beberapa kata yang dapat diakui sebagai kalimat dalam menyampaikan maksudnya. Pada contoh tersebut anak sudah bisa membedakan maksud dari masing-masing ujaran sesuai dengan apa yang diacu.

Anak yang berumur tiga tahun enam bulan sudah mampu mengucapkan kata verba dengan dua kata atau lebih. Makna ucapannya sudah sesuai dengan makna yang sebenarnya. Dapat dilihat pada contoh berikut ini;

- (1) Tangan ku pen tokok di bu (tangan om Pen kena palu tadi bu)
- (2) Cakik cek ku pen bu (om pen bilang tangannya sakit bu)
- (3) Meyah di bu (tangan om pen merah bu)

Berdasarkan contoh-contoh ujaran anak diatas dapat di ketahui bahwa, responden telah mampu mengucapkan tiga sampai lima kata. Kata yang diujarkan anak telah sesuai dengan maksud yang ingin disampaikan. Responden telah mampu mengungkapkan apa yang ingin disampaikan dengan menggunakan kata yang berbeda sesuai dengan maksud dan tujuannya. Ternyata responden telah mampu menggunakan tiga sampai empat kata. Anak usia ini mengalami gejala bahasa yaitu perluasan makna dan penyempitan makna. Meskipun

demikian, anak telah mampu menggunakan kelas kata verba dengan baik dan tepat.

Alwi, dkk (2003:87) menyatakan bahwa verba mengandung makna inheren perbuatan, proses, dan keadaan. Berdasarkan penelitian yang dilakukan, diperoleh bahwa responden telah menggunakan verba perbuatan. Misalnya kata minum, makan, mandi, salat, belanja dan verba lain yang dikerjakan anak secara langsung. Verba proses juga digunakan oleh anak. Misalnya kata jatuh dan tumpah, kata ini muncul karena anak memang menyaksikan sendiri.

Berdasarkan uraian di atas, dapat disimpulkan bahwa responden telah mampu menggunakan kelas kata verba dengan baik menurut makna/referen yang ingin disampaikan anak. Anak usia ini mengalami gejala bahasa yaitu perluasan makna dan penyempitan makna, namun tidak semua kata mengalami gejala bahasa.

2. Pemerolehan Semantik Pada Kelas Kata Nomina

Berdasarkan penelitian yang telah dilakukan, kelas kata nomina menduduki urutan pertama terbanyak, kata tersebut ada yang digunakan anak berupa kalimat dan ada yang berdiri sendiri. Hal tersebut dapat dilihat pada beberapa contoh berikut.

- (1) iduang (memegang hidungnya)
Hidung
- (2) Ape (sambil menunjuk-nunjuk Hp yang di pegang kakaknya).
”handphone”
- (3) Abuak (memegang rambutnya)
”rambut”
- (4) Ma tas ichel tadi? ”mana tas ichel tadi?”
- (5) Ambiak tis ibu. (Ambil uang ibu)

Berdasarkan contoh-contoh di atas, maka dapat dilihat bahwa respon dan dalam memberikan makna pada kelas kata nomina telah sama dengan makna yang dimiliki orang dewasa pada umumnya. Ujaran dan pemahaman anak terhadap kata berdasarkan pengalaman anak. Kata pada kelas kata nomina juga cepat dan banyak dikuasai anak, karena mempunyai referen yang konkret.

Responden berada pada tahap generalisasi berlebihan anak memberikan makna terhadap suatu kata lebih luas melampaui batas-batas semantik. Hal tersebut dapat dilihat pada contoh ujaran anak di bawah ini:

- (1) ayam (sambil menunjuk itik)
“ayam”
- (2) adiak (menunjuk anak tetangga yang badany hamper sama besar dengan dia, padahal umurnya jauh lebih muda daripada dia)
“adik”

Meskipun responden telah mampu menggunakan nomina dengan tepat dan benar, namun ada beberapa kata yang mengalami gejala bahasa yaitu perubahan makna. Perubahan makna meluas dapat dilihat pada contoh berikut.

- (1) Ma pena ichel tadi (padahal yang dimaksud adalah pensil)
“mana pulpen ichel tadi?”
- (2) Ambiak baju ichel (padahal yang dimaksudnya adalah celana)
“ambilkan baju ichel”
- (3) Ambiak ayam ni (padahal yang ditunjuk adalah itik)
“ambilkan ayam ni”

Penyempitan makna dapat dilihat pada contoh ujaran berikut.

- (4) Enek (hanya ditujukan kepada neneknya yang dirumah saja)
“nenek”
- (5) Meong (ditujukan kepada meong yang ada di rumahnya dan neneknya)
“meong”

Kata nenek hanya ditujukan pada nenek yang ada di rumahnya saja, kata meong hanya ditujukan pada meong yang ada di rumah umi dan rumahnya saja, dan sebagainya.

Menurut Dardjowidjojo (2003:259) kelas kata yang paling banyak dikuasai anak adalah kelas kata nomina. Peneliti setuju dengan pendapat tersebut karena selama penelitian ditentukan kelas kata nomina sebanyak pada kelas kata nomina ditentukan adanya gejala bahasa yaitu perluasan makna dan penyempitan makna.

Berdasarkan uraian di atas dapat disimpulkan bahwa responden telah memiliki kosa kata yang berasal dari kata nomina. Anak telah mampu menggunakan kata tersebut sesuai dengan makna yang dimiliki orang dewasa. Berdasarkan penelitian terdapat gejala bahasa yaitu perluasan makna dan penyempitan makna.

Alwi, dkk (2003:213) menyatakan bahwa kelas kata nomina disebut juga dengan kata benda, yaitu kata yang mengacu pada manusia, binatang, benda, dan konsep atau pengertian. Responden telah mampu menggunakan kelas kata nomina dan ia mengetahui dengan baik makna/referen yang dimaksudnya.

Kelas kata nomina merupakan kelas kata yang paling banyak mengalami gejala bahasa. Kata yang cenderung mengalami gejala bahasa. Perluasan makna adalah kata yang

memiliki fitur-fitur semantik yang sama dan kata yang jarang ditemui anak dilingkungannya.

3. Pemerolehan Semantik Pada Kelas Kata Adjektiva

Responden tidak hanya memiliki kosa kata yang berasal dari kelas kata verba dan nomina, namun ia juga memiliki kosa kata dari kelas kata adjektiva. Dalam berinteraksi anak mampu menggunakan kata yang tepat sesuai dengan makna atau referen yang ada. Hal tersebut dapat dilihat pada contoh di bawah ini.

- (1) Baju ancak
“baju baru”
- (2) Uni buwuak (uni jelek)
- (3) Panek enek? (ketika melihat nenek berbaring)
“capek nenek?”

Berdasarkan contoh-contoh di atas terlihat bahwa adanya perluasan makna. Kata panek muncul ketika ia melihat nenek duduk sambil meluruskan kaki, padahal belum tentu nenek mengunjurkan kaki dalam keadaan letih.

Menurut Alwi, dkk (2003:171) adjektiva adalah kata yang memberikan keterangan yang lebih khusus tentang sesuatu yang dinyatakan oleh nomina dalam kalimat. Penggunaan adjektiva dalam kalimat yang diujarkan responden telah tepat sesuai dengan apa yang ingin disampaikannya. Hal tersebut terlihat pada kalimat, “*Baju ancak*” adjektiva pada kalimat tersebut adalah ancak memiliki makna sesuatu yang cantik, sedangkan yang jadi nomina adalah baju jadi, kata *ancak* berfungsi menjelaskan nomina baju.

Kelas kata adjektiva juga mengalami gejala bahasa. Kata yang cenderung mengalami

gejala bahasa perluasan makna adalah kata yang tidak dapat langsung dilihat anak dengan panca indra dan kata yang melibatkan rasa. Misalnya kata capek dan sakit.

4. Pemerolehan Semantik Pada Kelas Kata yang Lain adalah Numeralia

Selain pemerolehan semantik pada kelas kata verba dan adjektiva responden juga sudah menggunakan kelas kata numeralia. Berdasarkan penelitian yang telah dilakukan ditemukan kelas kata numeralia. Untuk lebih jelasnya dapat dilihat pada contoh ujaran anak berikut ini:

- (1) Imo (Lima)
- (2) Bilan (Sembilan)
- (3) Lapan (delapan)
- (4) Atuih (seratus)
- (5) Baleh (sebelas)

Kelas kata numeralia yang lain yang diperoleh oleh responden adalah bilangan satu sampai sepuluh, sebagaimana yang telah dituliskan di atas sebagiannya. Numeralia adalah yang menyatakan urutan hitungan dan jumlah (Pateda, 2001:102).

SIMPULAN DAN SARAN

Berdasarkan analisis data dan pembahasan yang telah dilakukan dalam penelitian ini, yaitu pemerolehan semantik bahasa Minangkabau pada makna kata secara denotatif pada tarap leksikal, yaitu kelas kata (1) nomina, (2) verba, dan (3) adjektiva, terhadap anak usia tiga tahun enam bulan diperoleh tiga kesimpulan. *Pertama*, berdasarkan penelitian yang dilakukan maka diperoleh urutan pertama kelas kata berdasarkan persentase kelas kata

nomina menduduki urutan pertama, kemudian diikuti kelas kata verba, kemudian kelas kata adjektiva. *Kedua*, sebagaimana diketahui responden dapat dinyatakan berada pada masa generalisasi berlebihan. Berdasarkan penelitian memang ditemukan penggeneralisasian berlebihan pada kelas kata tertentu. Kata yang cenderung digeneralisasikan secara berlebihan oleh responden adalah kata yang jauh dari lingkungannya dan kata yang memiliki fitur-fitur yang hampir sama. *Ketiga*, selain tiga kelas kata (kelas kata verba, kelas kata nomina, dan kelas kata adjektiva) responden juga sudah memperoleh kelas kata lain yakni numeralia dan sebagainya.

Pemahaman terhadap makna berkaitan dengan semantik, dimana seseorang mengerti dengan lambang dan yang dilambangkan. Komunikasi dan informasi akan sampai kepada lawan tutur apabila kata yang ucapkan sesuai dengan makna yang telah ditentukan (makna leksikal) kata tersebut. Saran yang dapat diberikan berdasarkan hasil dan pembahasan sebagai berikut. *Pertama*, Anak yang berada pada masa perkembangan bahasa tahap sensomotor diikutsertakan dalam berkomunikasi, hal ini bertujuan agar anak memiliki kosakata banyak dan bervariasi. *Kedua*, keluarga hendaknya menjadi contoh yang baik bagi anak, baik dari segi bahasa maupun sikap, karena anak menirukan apa yang didengar dan dilihatnya. Jika yang diucapkan oleh orang sekitar adalah kata-kata yang kotor maka akan diikuti oleh anak pula, dan begitu sebaliknya.

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STRATEGI PERMINTAAN DALAM BAHASA MINANGKABAU: TINJAUAN DARI PERSPEKTIF JENDER

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ABSTRACT

This study aims at describing request strategies based on gender perspective. The study was conducted by collecting data, analyzing data dan presenting the result of analysis. The data were obtained by using observation, recording and note taking technique. They were 40 informants involved, 20 male and 20 female. Having collected the data, they were analyzed by using referential method, translational and pragmatic identity method. Futhermore, the result of analysis presented in formal and informal method. The analysis indicated that there were eight forms used : direct utterance, indirect utterance, literal utterance, non literal utterance, direct literal utterance, indirect literal utterance, direct non literal utterance, dan indirect non literal utterance.

Keywords; utterance, request, gender, Minangkabau language

PENDAHULUAN

Dalam bertindak tutur, penutur tidak hanya semata-mata menyampaikan dengan pengucapan kalimat, tetapi juga diikuti oleh tindakan. Oleh karena itu, agar tindakan yang diinginkan dapat terwujud penutur perlu mempertimbangkan berbagai aspek. Salah satu aspek tersebut adalah strategi penyampaian tuturan. Strategi penyampaian tuturan berkaitan dengan cara yang dipilih penutur agar tujuan yang diinginkan dapat tercapai. Strategi penyampaian tuturan salah satunya berhubungan dengan bentuk tuturan yang digunakan.

Menurut tata bahasa tradisional, secara semantis kalimat dibedakan atas tiga fungsi, yaitu kalimat deklaratif, kalimat interogatif, dan kalimat imperatif. Kalimat deklaratif adalah kalimat yang digunakan untuk memberitakan sesuatu (informasi), seperti *Presiden SBY*

mengadakan kunjungan ke luar negeri. Kalimat interogatif merupakan kalimat yang digunakan untuk menanyakan sesuatu. Contohnya, *Mengapa saudara tidak mengikuti ujian?*. Bentuk kalimat yang ketiga adalah kalimat imperatif, yaitu kalimat yang digunakan untuk menyatakan perintah, ajakan atau permintaan. Contohnya, *Tolong hidupkan kipas angin itu!*

Meskipun demikian, dalam sebuah tuturan, bentuk kalimat tidak selalu dapat dimaknai berdasarkan fungsi kalimat tersebut. Kalimat deklaratif tidak selalu dimaknai sebagai bentuk pemberitahuan atau pernyataan. Kalimat interogatif tidak selalu dapat dimaknai sebagai bentuk pertanyaan. Berikut contohnya:

(1) *AC hiduik, Da
AC hidup, Vok
'AC hidup, Kak'*

Tuturan (1) dituturkan oleh seorang penumpang bus perempuan kepada penumpang

laki-laki yang sedang merokok. Dari bentuk kalimat, tuturan (1) merupakan kalimat deklaratif, yaitu kalimat yang berfungsi untuk menyatakan atau memberitahukan sesuatu. Meskipun demikian, tuturan (1) tidak hanya berfungsi menyatakan bahwa bus tersebut menggunakan AC, tetapi penutur meminta mitra tutur untuk melakukan sesuatu, yaitu mematikan rokoknya. Tuturan (1) dimaknai sebagai salah satu bentuk permintaan, yakni penutur meminta mitra tutur mematikan rokoknya.

Tuturan permintaan adalah tuturan yang berisiko. Risiko tersebut tidak hanya bagi penutur, tetapi juga bagi mitra tutur. Mitra tutur diminta untuk melakukan sesuatu, melakukan tindakan yang sifatnya menguntungkan penutur. Bagi penutur, tuturan tersebut akan berisiko terhadap penolakan dan mengancam muka jika strategi yang digunakan tidak tepat. Oleh karena itu, pemilihan strategi bertutur yang baik sangat diharapkan untuk meminimalkan risiko tersebut.

Dalam konteks yang sama, tuturan permintaan direalisasikan dalam bentuk yang berbeda. Hal ini dapat dilihat pada tuturan (2):

(2) *Matian rokok, Da !*
Matikan rokok, Vok!
'Matikan rokok, Kak!'

Penutur tuturan (2) adalah penumpang laki-laki yang usianya lebih muda dari mitra tutur. Penutur memilih menggunakan kalimat imperatif untuk meminta mitra tutur mematikan rokoknya. Dengan menggunakan kalimat imperatif berarti penutur meminta mitra tutur mematikan rokok secara langsung. Jika mengacu pada aturan berbicara *langgam kato*,

tuturan (2) di atas tepatnya digunakan dalam konteks *kato manurun*.

Perbedaan tuturan (1) dan (2) mengisyaratkan bahwa laki-laki dan perempuan menggunakan strategi yang berbeda dalam bertutur. Perempuan memilih strategi bertutur tidak langsung untuk meminta, sedangkan laki-laki memilih bentuk tuturan langsung untuk meminta. Perbedaan tersebut merupakan salah satu refleksi dari perbedaan gender. Penelitian difokuskan pada perbedaan strategi tuturan permintaan masyarakat Nagari Talang Kecamatan Gunung Talang Kabupaten Solok Sumatera Barat.

PEMBAHASAN

Tindak Tutur

Tindak tutur merupakan kajian yang dipelopori oleh Austin dalam karyanya *How to Do Things with Words* (Cutting, 2002:16). Tindak tutur merupakan konsep penggunaan bahasa sebagai sebuah tindakan. Dalam menuturkan suatu kalimat, penutur tidak hanya mengatakan sesuatu dengan penuturan kalimat itu, tetapi penutur juga mengharapkan tindakan dari dituturkannya kalimat tersebut.

Tindak tutur dapat dibagi berdasarkan bentuk kalimat dan makna kata yang menyusunnya. Berdasarkan bentuk kalimat, tindak tutur terbagi atas tindak tutur langsung dan tindak tutur tidak langsung. Menurut kata yang menyusunnya, tindak tutur terbagi atas tindak tutur literal dan tindak tutur tidak literal. Jika tindak tutur langsung dan tidak langsung tersebut disinggung dengan tindak tutur literal dan tidak literal, maka didapatkan tindak tutur: langsung literal, tidak langsung literal,

langsung tidak literal, tidak langsung tidak literal (Wijana, 1996:33).

1. Tindak Tutur Langsung

Tindak tutur langsung merupakan tindak tutur yang memiliki hubungan langsung antara bentuk kalimat dengan fungsinya. Kalimat deklaratif untuk memberitakan sesuatu, kalimat imperatif untuk menyatakan perintah, ajakan, permintaan, atau permohonan dan kalimat interogatif digunakan untuk bertanya.

- (1) *Pinjam pangapik ikan, Niang!*
pinjam penjepit ikan, Vok
'Pinjam pemanggang ikan, Kak!'

Tuturan (1) dituturkan oleh seorang laki-laki kepada seorang perempuan yang merupakan saudara sepupunya. Mitra tutur lebih tua dari penutur. Oleh karena itu, penutur memanggil mitra tutur dengan *niang (uniang)* sebagai ganti dari panggilan *uni*. Penutur dan mitra tutur memiliki hubungan yang sangat dekat, karena mereka sudah saling mengenal satu sama lain. Penutur datang ke rumah mitra tutur untuk meminjam pemanggang ikan.

Penutur menggunakan kalimat imperatif untuk meminjam alat pemanggang ikan. Kalimat imperatif merupakan kalimat yang digunakan untuk meminta. Oleh karena itu, tuturan (1) adalah bentuk tuturan langsung, sebab terdapat hubungan langsung antara bentuk kalimat dengan fungsinya. Dengan menggunakan kalimat imperatif, penutur memang benar ingin meminjam pemanggang ikan. Di samping itu, penggunaan tuturan langsung untuk meminta mitra tutur meminjamkan pemanggang ikan, karena

penutur sudah mengetahui bahwa mitra tutur mempunyai alat untuk pemanggang ikan. Dengan demikian, penutur tidak perlu berbasa-basi untuk bertanya apakah penutur memiliki pemanggang ikan atau tidak.

Tuturan dengan konteks yang sama, direalisasikan dalam bentuk yang berbeda ketika penuturnya adalah perempuan:

- (2) *Lai ado ante pamanggang ikan?*
Part ada Vok pemanggang ikan?
'Apakah bibi punya pemanggang ikan?'

Tuturan (2) dituturkan oleh seorang perempuan kepada mitra tutur yang juga perempuan. Penutur dan mitra tutur sudah saling mengenal satu sama lain. Panggilan *ante (tante)* kepada mitra tutur bukan berarti penutur lebih muda dari mitra tutur. Dari segi usia, penutur lebih tua dari mitra tutur. Penutur memanggil mitra tutur *ante* karena keponakan mitra tutur termasuk anak penutur memanggil mitra tutur dengan *ante*. Penutur adalah kakak sepupu mitra tutur. Hubungan mereka sudah sangat dekat. Penutur dikenal ramah di lingkungan mereka.

Tuturan (2) adalah tuturan dengan menggunakan kalimat tanya. Meskipun demikian, tuturan tersebut tidak membutuhkan jawaban ya atau tidak. Tuturan (2) merupakan tuturan tidak langsung, karena bentuk kalimat tidak sesuai dengan fungsinya. Kalimat tanya tidak digunakan untuk bertanya, tetapi digunakan untuk meminta. Penutur meminta mitra tutur untuk meminjamkan alat untuk pemanggang ikan dengan menggunakan kalimat tanya.

Tuturan (1) dan (2) direalisasikan dengan bentuk yang berbeda. Penutur tuturan (1), dengan usia yang lebih muda dari mitra tutur memilih menggunakan kalimat imperatif untuk meminta. Sebaliknya, penutur tuturan (2), dengan usia yang lebih tua dari mitra tutur memilih menggunakan kalimat interogatif untuk meminta. Menurut Holmes (2001: 261) tuturan permintaan dengan menggunakan kalimat tanya lebih sopan daripada menggunakan kalimat imperatif.

2. Tindak Tutur Tidak Langsung

Tindak tutur tidak langsung merupakan tindak tutur yang tidak memiliki hubungan langsung antara bentuk kalimat dan fungsinya. Kalimat deklaratif tidak hanya berfungsi untuk menyatakan atau kalimat interogatif tidak hanya berberfungsi untuk bertanya.

- (3) *Ado siriah, Tek ? Wak ka*
 Ada sirih vok? Pro akan *manjanguak*.
 menjenguk
 ‘Apakah bibi punya sirih? Kami akan
 pergi melayat’

Penutur tuturan (3) adalah seorang laki-laki berusia 38 tahun, sedangkan mitra tutur adalah perempuan berusia 63 tahun. Penutur mendapat musibah dengan meninggalnya salah seorang kerabat mereka. Menurut adat, ketika ada kerabat yang meninggal, maka ada kewajiban untuk melayat dengan membawa sirih. Karena keluarga penutur tidak mempunyai sirih, maka penutur meminta mitra tutur untuk memberikan sirih dengan menggunakan tuturan permintaan *ado siriah tek?*. Penutur meminta dengan menggunakan tuturan tidak langsung, sebab fungsi kalimat tanya pada tuturan (3)

bukanlah sekedar bertanya. Penutur menggunakan kalimat tanya untuk meminta mitra tutur memberikan sirih yang dibutuhkan penutur. Di samping itu, agar tuturannya lebih sopan penutur berusaha menjelaskan alasan atas permintaannya yakni *wak ka manjanguak*.

Tuturan (3) dituturkan oleh seorang laki-laki untuk meminta mitra tutur memberikan sirih. Realisasi permintaan yang sama memiliki bentuk yang agak berbeda ketika penuturnya adalah seorang perempuan, seperti tuturan (4).

- (4) *Lai ado kak Inur manyuruak an*
 Part ada ND menyembunyikan
siriah?
 sirih ?
 ‘Apakah kakak punya sirih?’

Tuturan (4) dituturkan oleh seorang perempuan yang usianya lebih muda dari mitra tutur. Penutur menggunakan bentuk kalimat interogatif untuk meminta sirih kepada mitra tutur. Penggunaan kalimat tanya untuk meminta merupakan bentuk penerapan dari *kato mandaki*, sebab dari segi usia penutur lebih muda dari mitra tutur. Di samping itu, penggunaan kalimat tanya agar permintaannya lebih sopan dan meminimalkan risiko keterancaman muka.

Meskipun tuturan (3) dan tuturan (4) sama-sama menggunakan bentuk kalimat tanya untuk meminta, tetapi diksi yang dipakai oleh penutur perempuan lebih tidak langsung, yakni *manyuruak an* ‘menyembunyikan’. Pemilihan diksi tersebut berkaitan dengan sopan santun. Kuntjara (2003:104) mengatakan bahwa permohonan yang dilakukan secara tidak langsung biasanya dianggap lebih sopan. Perbedaan tuturan (3) dan (4) menyiratkan

bahwa perempuan lebih mempertimbangkan kesantunan berbahasa daripada laki-laki.

3. Tindak Tutur Literal

Tindak tutur literal adalah tindak tutur yang maksudnya sama dengan makna kata-kata yang menyusunnya.

- (5) *Pak, mintak pitih sabungkuh rokok!*
Vok, minta uang sebungkus rokok!
'Pak, minta uang sebungkus rokok!'

Tuturan (5) dituturkan oleh seorang laki-laki kepada mitra tutur yang juga laki-laki. Penutur lebih muda dari mitra tutur. Meskipun demikian, penutur memiliki hubungan yang dekat dengan mitra tutur. Penutur sudah menganggap mitra tutur sebagai kerabatnya. Oleh karena itu, penutur tidak sungkan untuk meminta apapun yang diinginkannya kepada mitra tutur.

Tuturan (5) memiliki maksud yang sama dengan kata-kata yang menyusun tuturan tersebut. Penutur benar-benar meminta mitra tutur untuk memberi uang. Penggunaan tuturan literal tersebut berkaitan dengan keakaraban penutur dengan mitra tutur, sehingga penutur tidak perlu lagi berbasa-basi untuk meminta uang. Dalam konteks yang berbeda, perempuan juga memilih tuturan literal ketika hubungan penutur dan mitra tutur sudah sangat dekat. Hal tersebut ditunjukkan pada tuturan (6):

- (6) *Mintak bareh satanak !*
Minta beras sekali masak !
'minta beras untuk memasak!'

Tuturan (6) dituturkan oleh seorang perempuan yang sedang bertamu ke rumah mitra tutur. Penutur lebih muda dari mitra tutur.

Karena sudah memiliki hubungan yang dekat, jadi penutur tidak perlu berbasa-basi dalam melakukan sesuatu, termasuk meminta. Setelah tuturan (6) di tuturkan, penutur langsung saja menuju tempat penyimpanan beras mitra tutur untuk mengambil beras. Oleh karena itu, sangat beralasan ketika penutur memilih kalimat imperatif untuk meminta. Baik penutur ataupun mitra tutur tidak merasa ada yang salah ketika tuturan tersebut muncul, termasuk tindakan penutur yang langsung menuju tempat penyimpanan beras mitra tutur.

4. Tindak Tutur Tidak Literal

Tindak tutur tidak literal adalah tindak tutur yang maksudnya tidak sama dengan atau berlawanan dengan makna kata-kata yang menyusunnya.

- (7) *Alah gata tangan sajak tadi*
sudah gatal tangan sejak tadi
'Sudah gatal tangan dari tadi'

Tuturan dituturkan oleh seorang laki-laki berusia 26 tahun dan bekerja sebagai mahasiswa. Mitra tutur adalah seorang laki-laki yang berusia 28 tahun yang merupakan pemilik warung internet. Penutur sangat ingin menggunakan internet dan sudah menunggu lama menunggu gilirannya. Tiba-tiba mitra tutur memberikan tempat kepada pelanggan lain.

Meskipun tuturan (7) menggunakan kalimat deklaratif, tetapi penutur tidak bermaksud menyatakan bahwa tangannya sudah gatal. *Alah gata tangan sajak tadi* maksudnya penutur sudah lama menunggu dari tadi, namun kenapa penutur belum juga dapat kesempatan menggunakan internet. Tuturan (7)

adalah tuturan permintaan yang disampaikan secara tidak langsung kepada mitra tutur. Penggunaan tuturan tidak literal tersebut, karena mitra tutur lebih tua dari penutur. Pada konteks yang berbeda, penutur perempuan juga menggunakan tuturan tidak literal ketika kesal dengan anaknya.

(8) *Fandi, alun makan lai? Nak istirahat ND , belum makan Part? Ingin istirahat di rumah sakit? di rumah sakit? 'Fandi, belum juga makan? Ingin istirahat di rumah sakit?*

Tuturan (8) dituturkan oleh seorang perempuan yang berusia 43 tahun kepada seorang laki-laki berusia 13 tahun. Penutur merupakan orang tua perempuan dari mitra tutur. Penutur meminta mitra tutur untuk makan siang, tetapi mitra tutur belum juga menuruti keinginan penutur.

Fandi, alun makan lai? Meskipun dalam bentuk kalimat tanya, tuturan tersebut tidak butuh jawaban, karena penutur sudah mengetahui kalau mitra tutur belum makan. Oleh karena itu, penutur melanjutkan tuturannya *nak istirahat di rumah sakit?*. Tuturan terakhir merupakan bentuk kekesalan penutur terhadap mitra tutur yang tidak mengindahkan permintaan penutur. *Istirahat di rumah sakit* bukan dalam arti yang sebenarnya, yaitu bersantai-santai menikmati suasana rumah sakit. Secara tidak langsung, penutur menyampaikan bahwa kalau belum juga makan, berarti mitra tutur ingin dirawat di rumah sakit. Tuturan ini lebih terasa sebagai nada peringatan dan ancaman keras. Penggunaan tuturan ini sangat beralasan, sebab

penutur adalah orang tua dari mitra tutur yang memiliki hak penuh terhadap mitra tutur.

5. Tindak Tutur Langsung Literal

Tindak tutur langsung literal adalah tindak tutur yang diutarakan dengan modus tuturan dan makna yang sama dengan maksud pengutaraannya.

(9) *Lin, bao kopi lah, goreng gai!
Vok bawa kopi Part, goreng juga
'Lin, bawa kopi dan goreng ya!'*

Tuturan (9) dituturkan oleh seorang laki-laki yang lebih tua dari mitra tutur. Penutur merupakan seorang penghulu dan pengurus kerapatan adat nagari, sedangkan mitra tutur bekerja sebagai petani. Mitra tutur merupakan orang yang cukup mengetahui agama, makanya dipanggil *Malin*. *Malin* merupakan gelar yang diberikan kepada orang cukup paham agama. Tuturan (9) muncul pada malam keramaian yang diadakan nagari.

Tuturan (9) menggunakan kalimat imperatif yang berfungsi untuk meminta mitra tutur membawa goreng. Karena fungsi kalimat sesuai dengan makna tuturan, maka tuturan tersebut merupakan tuturan langsung. Bagaimanapun juga, tuturan (9) berisiko terhadap penolakan. Oleh karena itu, penutur menggunakan partikel *lah* dan *gai* untuk meminimalkan keterancaman muka mitra tutur.

Pada konteks yang sama, tuturan permintaan yang dituturkan perempuan direalisasikan dalam bentuk yang berbeda, seperti berikut:

- (10) *Oi Ong, matoh kok ang se nan*
 Int ND, kenapa kok Pro saja yang
makan goreng?
 makan goreng?
 ‘Oi Ong, kenapa kamu saja yang makan
 goreng?’

Penutur tuturan (10) adalah seorang perempuan yang memiliki usia yang sama dengan mitra tutur. Tuturan (10) muncul ketika penutur ingin makan goreng pisang, tetapi mitra tutur tidak memberinya. Penutur berusaha sabar menunggu agar mitra tutur memberinya goreng, namun karena sudah terlalu lama menunggu akhirnya munculah tuturan *matoh kok ang se nan makan goreng*. Tuturan tersebut merupakan wujud kekesalan penutur terhadap mitra tutur. Mitra tutur selalu saja memberi orang lain disekitar penutur, sedangkan penutur tidak pernah kebagian. Di samping sebagai permintaan, tuturan tersebut juga bentuk sindiran terhadap mitra tutur yang tidak membagi penutur goreng pisang.

6. Tindak Tutur Tidak Langsung Literal.

Tindak tutur tidak langsung literal adalah tindak tutur yang diungkapkan dengan modus kalimat yang tidak sesuai dengan maksud pengutaraannya.

- (11) *Oi, Tuak! Batoh mah batumpak-tumpak*
 Int Vok! Kenapa Part bertumpak-tumpak
sawah, den dak ado?
 sawah, Pro tidak ada?
 ‘Datuk! Kenapa sawah bertumpak-tumpak,
 untuk saya tidak ada?’

Tuturan (11) dituturkan oleh seorang laki-laki yang usianya sama dengan mitra tutur. Tuturan (11) muncul ketika mitra tutur memberikan nasi bungkus pada anggotanya. Mitra tutur merupakan tim sukses dari salah satu

calon bupati, sedangkan penutur merupakan ketua KPPS. Karena mitra tutur hanya memberikan nasi bungkus pada anggotanya, maka penutur menuturkan *batoh batumpak-tumpak sawah, den dak ado?*

Batoh batumpak-tumpak sawah tidak dapat dimaknai hanya sebatas sawah yang terdiri atas tumpak-tumpak sawah karena memang kenyataannya sawah bertumpak-tumpak. Batumpak-tumpak sawah artinya memberi perbedaan yang jelas terhadap sesuatu. Pada tuturan (11), batumpak-tumpak sawah maksudnya mitra tutur membedakan penutur dengan teman mitra tutur. Mitra tutur hanya memberikan nasi bungkus untuk temannya, sedangkan penutur tidak diberi nasi bungkus meskipun berada di tempat yang sama. Oleh karena itu, penutur meminta secara tidak langsung *den dak ado?*. Penggunaan bentuk kalimat interogatif untuk meminta merupakan bentuk tuturan tidak langsung. Hal ini terkait dengan posisi penutur yang tidak bukan merupakan anggota tim yang sama.

7. Tindak tutur langsung tidak literal

Tindak tutur langsung tidak literal adalah tindak tutur yang diutarakan dengan bentuk kalimat yang sesuai dengan maksud tuturan, tetapi kata-kata yang menyusunnya tidak memiliki makna yang sama dengan maksud penuturnya.

- (12) *Tuak, bisuak rapek.*
 ‘Vok, besok rapat’
 ‘Datuk, besok rapat’

Tuturan (12) berlangsung dalam situasi yang tidak formal di kantor wali nagari. Penutur pada tuturan ini adalah laki-laki berusia 75 tahun, sedangkan mitra tuturnya adalah laki-laki berusia 70 tahun. Penutur dan mitra tutur adalah pengurus kerapatan adat nagari. Meskipun demikian, penutur sangat aktif dalam acara-acara nagari, sedangkan mitra tutur tidak begitu aktif dalam acara tersebut.

Tuturan (12) yang dikonstruksi dengan menggunakan kalimat deklaratif bukan hanya bertujuan untuk memberitahukan bahwa akan diadakan rapat besok, namun tujuan dari tuturan tersebut adalah meminta kedatangan mitra tutur esok hari. Oleh karena itu, tuturan *tuak, bisuak rapek* merupakan bentuk tidak langsung tidak literal untuk meminta mitra tutur hadir rapat besok.

8. Tindak tutur tidak langsung tidak literal

Tindak tutur langsung tidak literal adalah tindak tutur yang diutarakan dengan modus kalimat dengan makna kalimat yang tidak sesuai dengan maksud yang hendak diutarakan.

- (13) *Lah Pak Etek, diambuih pluik Part Vok*
, ditiup pluit *panjang lai*
panjang Part
‘Sudah siap pak, boleh ditiup pluit panjang’

Tuturan (13) dituturkan oleh seorang laki-laki yang usianya lebih tua dari mitra tutur. Tuturan muncul setelah rapat dibalai nagari selesai. Oleh karena itu, penutur minta izin untuk meninggalkan rapat di balai adat kepada pimpinan rapat, yaitu ketua kerapatan adat nagari.

Pluik panjang biasanya digunakan untuk mengakhiri sebuah pertandingan. *Diambuih pluik panjang lai a* tidak dapat diartikan secara literal bahwa penutur ingin meniup pluit. Penggunaan ungkapan tersebut untuk mengisyaratkan bahwa rapat sudah selesai. Oleh karena itu, penutur meminta izin meninggalkan ruang rapat. Penggunaan ungkapan tersebut berkenaan dengan posisi penutur sebagai peserta rapat yang tidak punya wewenang melebihi pimpinan rapat.

- (14) *Lah, mato alah mangantuak*
Part mata sudah mengantuk
‘Ayo, mata sudah mengantuk’

Tuturan (14) dituturkan oleh seorang perempuan yang usianya lebih muda dari mitra tutur. Tuturan (14) merupakan penggunaan kalimat deklaratif Penutur memberitahukan mitra tutur bahwa matanya sudah mengantuk. Tuturan (14) bertujuan untuk meminta mitra tutur segera pulang karena malam sudah larut. Jika menilik perbedaan usia, sebenarnya penutur berpeluang untuk menggunakan *kato manurun* dengan menuturkan tuturan (14a) *pulang awak lai*. Di samping itu, dari segi peran dan status sosial dalam masyarakat, mitra tutur memiliki peran dan status sosial yang sama. Kenyataannya, penutur lebih memilih tuturan (14) daripada tuturan (14a). Revita (2009:14) menjelaskan bahwa penggunaan tuturan isyarat halus dan kalimat deklaratif berfungsi untuk menjaga air muka, baik penutur ataupun mitra tutur. Penutur berusaha mencegah agar mitra tutur tidak tersinggung ketika tuturan permintaan dituturkan dan penutur juga tidak

kehilangan muka ketika tuturan tersebut ditolak mitra tutur.

Jika dibandingkan dengan tuturan (13), *lah mato lah mengantuak*, tuturan (14) lebih tidak langsung dibandingkan dengan tuturan (14). Tuturan (14) menggunakan kalimat deklaratif untuk meminta, sedangkan tuturan (13) menggunakan ungkapan untuk meminta. Penggunaan ungkapan oleh laki-laki untuk meminta berkenaan dengan perannya dalam masyarakat. Laki-laki minangkabau biasanya lebih mahir menggunakan petatah daripada perempuan, karena ketika ada acara yang berhubungan dengan adat, laki-laki akan menggunakan lebih banyak pepatah daripada bahasa sehari-hari. Hal tersebut juga berdampak pada penggunaan bahasa sehari-hari seperti tuturan (14).

Konteks

Konteks memegang peranan penting dalam menafsirkan makna tuturan karena makna tuturan dapat berbeda-beda dalam konteks yang berbeda. Kemampuan menafsirkan makna tuturan tergantung pada kemampuan mitra tutur menghubungkan tuturan itu dengan konteks yang melingkupinya.

Dalam penelitian ini, SPEAKING (S: *setting*, P: *participants*, E: *ends*, A: *act sequence* K: *key*, I: *instrumentalities*, N: *norm*, G: *genres*) Hymes digunakan untuk memahami konteks tuturan. Pemahaman terhadap konteks tuturan sangat membantu peneliti untuk dapat menafsirkan makna tuturan, sebab konteks dapat menyebabkan sebuah tuturan memiliki makna yang berbeda. Contohnya, *Jam berapa sekarang?*. Jika tuturan tersebut dituturkan oleh

penutur yang sedang terburu-buru berangkat kerja, namun tidak punya jam tangan, maka tuturan tersebut adalah tuturan langsung. Penutur meminta mitra tutur untuk memberitahukan waktu. Sebaliknya, jika tuturan tersebut dituturkan oleh seorang ibu yang mengetahui anaknya pulang larut malam, maka tuturan tersebut tidak dapat dimaknai bahwa ibu bertanya waktu kepada anaknya. Melainkan tuturan tersebut adalah sebuah bentuk teguran atau bahkan peringatan kepada anaknya yang pulang larut malam.

Bahasa dan Jender

Istilah jender berbeda dengan jenis kelamin. Jenis kelamin merupakan perbedaan manusia secara biologis yang dapat diamati dari ciri-ciri fisik dan anatomi yang merupakan ketentuan Tuhan, sedangkan jender adalah perbedaan manusia berdasarkan konstruksi sosial. Dengan kata lain, jenis kelamin mengacu pada perbedaan biologis, sedangkan jender merupakan istilah yang digunakan untuk menggambarkan kategori-kategori yang terbentuk secara sosial berdasarkan jenis kelamin.

Studi bahasa dan jender memusatkan perhatian pada bagaimana jender berpengaruh terhadap penggunaan bahasa dalam masyarakat. Meskipun demikian, penggunaan bahasa berdasarkan jender tidak dapat dilepaskan dari perbedaan jenis kelamin, sebab perbedaan jender berawal dari perbedaan jenis kelamin. Oleh karena itu, penelitian bahasa dan jender tidak menekankan perbedaan bahasa atas bahasa perempuan atau bahasa laki-laki.

Dalam kaitannya dengan kehidupan masyarakat Minangkabau, perempuan memiliki “rambu-rambu” sedemikian rupa (Katubi, 2001:148). Rambu-rambu tersebut dapat berupa harapan yang dilekatkan kepada kaum perempuan, petuah dan pantangan. Rambu-rambu tersebut banyak berkaitan dengan kehalusan perasaan dan kemampuan mengolah bahasa. Manaf (2003:201) menggunakan istilah beban daripada rambu-rambu. Menurut Manaf (2003) perempuan di Minangkabau diberikan beban yang lebih berat untuk mewujudkan perilaku santun berbahasa daripada kaum laki-laki. Ketika ada perempuan yang salah ucap, atau mengatakan hal yang tidak baik, maka orang disekitarnya akan langsung bereaksi. Lain halnya dengan laki-laki. Ketika laki-laki melakukan kesalahan dalam berbahasa, maka hal tersebut dianggap sebagai hal yang biasa.

METODE PENELITIAN

Data dan Sumber Data

Data merupakan bahan jadi penelitian. Oleh karena itu, data pada penelitian ini adalah tuturan permintaan dalam bahasa Minangkabau di Nagari Talang Kecamatan Gunung Talang Kabupaten Solok Sumatera Barat yang dituturkan oleh 40 orang informan yang terdiri dari 20 orang laki-laki dan 20 orang perempuan. Data bersumber dari keseluruhan tuturan alamiah penutur bahasa Minangkabau di Nagari Talang, namun tidak termasuk tuturan dalam acara-acara adat. Sumber data diambil dari nagari Talang karena nagari Talang merupakan salah satu nagari di Kecamatan Gunung Talang Kabupaten Solok Sumatera Barat yang didiami

oleh penduduk asli Talang dan masih sangat terikat dengan aturan-aturan adat yang berlaku.

Metode dan Teknik Pengumpulan Data

Pengumpulan data dilakukan dengan menggunakan metode simak yaitu dengan cara menyimak tuturan masyarakat (Sudaryanto, 2015:13). Peneliti menyimak tuturan masyarakat Nagari Talang Kecamatan Gunung Talang dengan menggunakan teknik simak libat cakap dan teknik simak bebas libat cakap. Pada teknik simak libat cakap data dikumpulkan dengan cara ikut terlibat dalam percakapan dengan masyarakat. Pada teknik simak bebas libat cakap peneliti hanya menyimak percakapan dan tidak terlibat dalam percakapan.

Di samping itu, peneliti juga menggunakan teknik rekam, teknik catat, dan teknik pancing. Dalam menggunakan teknik rekam, peneliti merekam tuturan masyarakat tanpa diketahui masyarakat bahwa peneliti sedang merekam tuturan mereka. Data yang dikumpulkan melalui teknik rekam ini, kemudian dibuatkan transkripsinya. Selanjutnya, peneliti menggunakan teknik catat untuk mencatat data yang kemunculannya tidak terduga. Berikutnya, peneliti juga menggunakan teknik pancing untuk memancing peserta tutur menghasilkan tuturan permintaan.

Metode dan Teknik Analisis Data

Data yang telah ditranskripsi, diklasifikasi berdasarkan perbedaan jenis kelamin, yakni data yang dituturkan oleh laki-laki dan data yang dituturkan oleh perempuan. Pengklasifikasian ini dilakukan karena perbedaan jender berasal dari perbedaan jenis

kelamin. Selanjutnya, data dianalisis dengan menggunakan metode padan (Sudaryanto, 2015:13). Metode padan yang digunakan adalah metode padan referensial, translasional dan metode padan pragmatis. Metode padan referensial digunakan untuk menentukan referen bahasa. Alat penentunya adalah kenyataan yang ditunjuk bahasa. Peneliti menentukan referen dari data yang berada pada gloss cermat. Misalnya *lah* merupakan referen untuk Partikel (Part) dan *Adi* referen untuk nama diri (ND).

Setelah menentukan referen bahasa, selanjutnya digunakan metode padan translasional. Metode padan translasional merupakan metode yang digunakan untuk alih bahasa. Alat penentu pada metode padan translasional adalah bahasa lain atau *langue* lain. Data dalam bahasa Minangkabau dialih bahasakan ke bahasa Indonesia. Berikutnya, peneliti menggunakan metode padan pragmatis. Metode padan pragmatis adalah suatu metode yang alat penentunya adalah mitra wicara. Mitra wicara dapat memaknai maksud dari sebuah tuturan berdasarkan konteks yang ada.

Metode dan Teknik Penyajian Hasil

Analisis Data

Setelah data dianalisis, dilakukan perumusan hasil penelitian. Perumusan hasil analisis menurut Sudaryanto (2015:144) dapat dilakukan dengan menggunakan metode formal dan informal. Metode formal adalah penyajian hasil analisis data dengan menggunakan tanda dan lambang-lambang. Metode informal adalah penyajian hasil analisis data dengan menggunakan kata-kata biasa. Pada penelitian ini perumusan hasil penelitian dilakukan dengan

menggunakan metode formal dan informal. Di samping menggunakan kata-kata untuk menyajikan hasil analisis data, penelitian ini juga menggunakan singkatan dan tanda. Singkatan digunakan untuk mempermudah dan menyederhanakan hasil analisis data, seperti Nama Diri disingkat dengan ND, Partikel disingkat dengan Part, dan Vokatif disingkat dengan Vok. Kemudian, data ditulis dengan menggunakan huruf miring, sedangkan terjemahan bebas dalam glos menggunakan tanda petik satu (‘) di awal dan di akhir tuturan dengan bentuk huruf yang biasa. Singkatan dan tanda tersebut disajikan dalam daftar singkatan dan tanda.

PENUTUP

Tuturan permintaan merupakan tuturan yang digunakan untuk meminta mitra tutur melakukan sesuatu. Bentuk tuturan yang digunakan untuk meminta adalah tuturan langsung, tidak langsung, literal, tidak literal, langsung literal, langsung tidak literal, tidak langsung literal dan tidak langsung tidak literal. Di samping itu, dari hasil analisis data menunjukkan bahwa laki-laki cenderung menggunakan tuturan langsung untuk meminta, sedangkan perempuan cenderung menggunakan tuturan tidak langsung untuk meminta. Laki-laki lebih memperhatikan fungsi informatif, sedangkan perempuan lebih memperhatikan fungsi afektif. Selanjutnya, penggunaan tuturan tidak langsung oleh perempuan karena perempuan diberi batasan yang berkaitan dengan kehalusan rasa dan kemampuan mengolah bahasa. Perempuan diharapkan dapat menyampaikan atau mengeluarkan pendapat

dengan baik, sedangkan harapan tersebut tidak diberikan kepada laki-laki.

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THE NON-ENGLISH MAJOR TEACHERS' OBSTACLES IN SPEAKING ENGLISH AT SEKOLAH PUTRA BATAM, KEPULAUAN RIAU

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This paper aims at findings and describing the obstacles in speaking English for non-English major teachers at Sekolah Putra Batam, Batam, Kepri. This study is naturalistic qualitative research. The data are taken using open questionnaire asking about the obstacles in speaking English of 23 non-English major teachers. The data analysis used categorical analysis and descriptive analysis. The findings of the research show that there are 27 categories of the obstacles in speaking English for the non-English major teachers at Sekolah Putra Batam, Batam, Kepri. From 27 categories, there are 4 most significant obstacles in speaking English. They are (1) the low grammar, and low vocabulary mastery, (2) the learners' affective weaknesses (the learners' fears), (3) fatigue, and (4) the unsupported English speaking milieu.

Keyword: obstacles, speaking, speaking obstacles, non-English major teachers, mastery, weaknesses

INTRODUCTION

It is known that teachers in each school in Indonesia and especially in Batam normally come from different backgrounds of majors. Some schools in Batam then train their teachers in speaking English. English as a foreign language (EFL), teachers, no matter how familiar the English, still face the difficulties in speaking English. According to Paul (2003:18), English as a foreign language, learners rarely feel learning English is natural or necessary to learn. By training, teachers are hoped to be able to communicate in English since most of the teachers hardly and reluctantly speak English. Ur (2006, p.134) considered that speaking as the most important skill among four skills. It is indicated that using a language is more important than just knowing about it because there is no point knowing a lot of about language if you can't use it (Scrivener, 2005,

p.146). Therefore, it is necessary to find out the obstacles in speaking English.

The non-English major teachers' obstacles in speaking English are influenced by students, materials, teachers, teaching methods, time, places and facilities. The components that might be sources of obstacles in speaking English can be from internal and external factors. The internal factors can be related to students. In this article, the students represent the non-English major teachers as the adult learners. The external factors are likely teachers (tutor), materials, teaching methods, time, spaces, and facilities.

Speaking is one of two productive skills in a language teaching. Speaking is an interactive of constructing meaning that involves producing, receiving, processing and utilizing both verbal and non-verbal components

(Burn and Joyce (1997) cited in Natalia 2008). Nunan (2003:48) defines that speaking consists of producing systemic verbal utterances to convey meaning.

Harris (1969) as cited in Imanin (2010) mentions five important competences in speaking. The competences are pronunciation, grammar, vocabulary, fluency, and comprehension. The five competencies are important to be learned so the adult learners are able to speak fluently and communicatively in English.

The adults as the learners are very important as the subject in teaching and learning processes. The concept of education for the adult learners will be different with the concept of education for the young learners. It should be understood that the adults grow as individuals and mature self-conception, and move away from dependence to confidence or self-guidance.

According to Brown (2001:256), the characteristics of spoken language can make oral performance easy as well as in some cases difficult. There are following problems with speaking such as **Clustering, Redundancy, Reduced forms, Colloquial language, Stress, rhythm and intonation, Affective factors, and Interaction**. And also there are following problems with speaking activities such as **Inhibition, Nothing to say, Lows or uneven participation, and Mother-tongue use**.

It is believed that the teachers' obstacles in speaking English are very complex and varied. The complexities of the teachers' obstacles in reality are more than in the theories.

The teachers' will not be able to speak English properly and fluently when there are some obstacles. The obstacles can be from the teachers' competencies which include cognitive, affective, and psychomotor. The others obstacles are related to the tutors,, materials, method, space, time and facilities.

RESEARCH METHOD

The naturalistic qualitative approach is used for this paper. It is a qualitative method because this paper is collecting, analyzing and interpreting the data by using open-ended questionnaire. To probe a little deeper and explore many possibilities of participants' creation, open-ended questions are best. Open-ended question in a survey is questions for which researchers do not provide the response options; the participants provide their own responses to questions (Creswell, 2012, p.387).

This research also uses the descriptive method because it describes the data and characteristics of people or phenomenon being studied. According to Creswell (2012, p.16), qualitative research is the best needed to explore the phenomenon from the perspective of the distance education students.

The subjects of the research were 20 non-English major teachers and 3 principals of Sekolah Putra Batam, Batam, Kepri. The teachers teach non-English subjects in primary, secondary, and vocational high levels in this school. They graduated from non-English faculties in different universities.

From the whole data taken, the data was categorized in a chart. The data in each smallest chart was analyzed descriptively. Finally, the

substantive theory was taken from the result of the data analyzed.

ANALYSIS AND FINDINGS

The obstacles in speaking English which derived from the teachers themselves were classified into three categories; cognitive (knowledge) aspect, affective (attitude) aspect, and psychomotor (skill) aspect. The cognitive aspect was divided into five sub categories; grammar, vocabulary, pronunciation, structure, and meaning. The affective aspect was divided into seven sub categories; shy, afraid, nervous, self-confident, doubtful, confused and worried. The obstacles in speaking English related to psychomotor aspect were divided into five sub categories; English speaking habit, limited English skill, and fatigue. In limited aspect related to the psychomotor aspect were categorized into three; writing, speaking, and listening. The obstacles in speaking English which emerged from the external aspect were categorized into four parts; formerly English teachers, material, time, and facility.

The obstacles in speaking English related to teachers' cognitive aspects were the biggest source. From the investigation about the cognitive aspect, the data gained were categorized into five categories; grammar, vocabulary, pronunciation, structure, and meaning. Among these five aspects, grammar seemed to be the most difficult for the teachers and followed by vocabulary, structure, pronunciation and meaning.

“I don't understand English grammar” is the datum that represents the obstacle in

speaking English based on the lack of grammar. It is known that the general knowledge of grammar of teachers was still low. The well mastery of English grammar is one of the ways to support the teachers in speaking English. It is **the teachers' obstacle in speaking English based on the lack of grammar.**

“Do not master vocabulary” The essence of the datum is the teachers had difficulties in speaking English related to the vocabulary mastery. The teachers still had many obstacles related to the vocabulary knowledge in term of recalling vocabulary for usage in speaking English. Due to the obstacles in mastering the vocabulary, the teachers tended to stop trying to speak English. it is **the teachers' obstacle in speaking English based on the limited vocabulary mastery**

According to Hughes (2003:179) vocabulary supports other language skills such as listening, speaking, reading, and writing, and it must be mastered when learning a foreign language.

Pronunciation is one of the problems faced by EFL learners. The learners were comparatively quiet and shy which works to their disadvantage in speaking. They were afraid of making mistakes. They felt uncomfortable in their attempt at speech in English and they were afraid of failure, laughter and ridicule.

“Do not master English pronunciation” is one of the data which shows the weaknesses of teachers in term of pronunciation as their obstacle in speaking English. It is **the teachers' obstacle in speaking English based on the lack of pronunciation**

According to Morley (1994) in her book “Pronunciation Theory and Pedagogy: New Views and New Direction” that the limited pronunciation skills can undermine learner’s self-confidence, restrict social interaction, and negatively influence estimation of speaker’s credibility and ability are not new.

Some teachers experienced the difficulties in participating in foreign language talks. It seemed to be an obstacle in speaking English when the learners wanted to develop the sentences based on the essence of the data. The datum “It is *difficult* to arrange the words” views that the weaknesses of the learners are in the word arrangements. When the learners got difficulties of it, it was an obstacle in speaking English. It is **the teachers’ obstacle in speaking English based on the words arrangement.**

“I am *shy*”, the datum clearly explains that the teachers reluctantly spoke English because of shyness. They felt ashamed to speak English. It is **the teachers’ obstacle in speaking English based on shyness.**

The words ‘afraid’ in the table clearly indicated that the teachers felt afraid when speaking English. It is believed when someone felt afraid; he/she would not do anything. Feeling afraid is also an obstacle in speaking English. It is **the teachers’ obstacle in speaking English based on feeling afraid.**

“*Nervous*”, the datum shows that the teachers felt nervous when speaking English. It seems that the teachers knew how to speak English but they were blank and speechless when the feeling of nervousness came during the conversation. The feeling of nervousness is also an obstacle in speaking English for the teachers.

It is the teachers’ obstacle in speaking English based on feeling nervous. **It is the teachers’ obstacle in speaking English based on feeling nervous.**

“No *self-confidence* when communicating”, the essence of the datum is the teachers had an obstacle in speaking English in term of feeling unconfident. The self-confidence is very important for the EFL learners for personal development universally. It is **the teachers’ obstacle in speaking English based on feeling unconfident.**

It is clear that this feeling caused the teachers found difficulty to speak English. Feeling doubtful is an obstacle for the teachers to speak English unsuccessfully. It is **the teachers’ obstacle in speaking English based on feeling doubtful**

Brown (2001:144) stated that understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition.

The teachers felt tired and did not have passion to do other activities such as speaking English. The data indicated the physical activities made the teachers tired. The word ‘lazy/sleepy’ connected to “fatigue” indicated that they felt sleepy in case of work which made them lazy to do another activity. Fatigue is an obstacle in speaking English. It is **the teachers’ obstacle in speaking English based on fatigue.**

If the teachers made the activity of speaking English daily, they would easily speak English. It is believed that teachers did not use to speak English in school. The essence of words unfamiliarly, less, rarely mention as an obstacle

in speaking English for the teachers. It is **the teachers' obstacle in speaking English based on English speaking habit.**

The words or phrases 'difficult, low, do not understand, not connected' indicated that the teachers got problem in listening. The teachers could not speak English because they hardly caught the words or the utterances. It made the teachers reluctant to speak English because they did not know how to respond. Undeniably, if the teachers got difficulty in listening, they will not respond the speakers' expressions in speaking. The lack of listening skill becomes an obstacle for the teachers in speaking English. It is **the teachers' obstacle in speaking English based on the limited English skill in term of listening.**

"I like writing more than speaking", the datum shows that the teacher was reluctant to speak English because he/she liked writing more than speaking. The speaking – unlike activity – of the teacher becomes an obstacle in speaking English. It is **the learner's obstacle in speaking English based on the limited English skill in term of writing.**

It normally happens to the EFL teachers when they pronounce English words stiffly. The essence of the word 'stiff' indicated the teachers did not want to speak English. Pronouncing the words stiffly is an obstacle in speaking English for the teachers. It is **the teachers' obstacle in speaking English based on the limited English skill in term of stiff-speaking**

The teachers experienced that the unclear explanation of the former English teachers made him/her had lack of English

knowledge. The lack of English knowledge made the teachers could not speak English. The word 'unclearly' could explain the teachers' negative side in term of cognitive, affective, and psychomotor aspects. It is **the learners' obstacle in speaking English based on the former English teacher.**

Formerly educations influenced the teachers in speaking English. The teachers did not have enough knowledge of English and experience in speaking English. The teachers did not learn English deeply in his/her formerly school/university. The essence of words 'did not learn English deeply' is an obstacle in speaking English. It is **the learners' obstacle in speaking English based on the material taught in formerly educations**

The words or phrases 'short study time, study less, less' indicated that the learners had very low English knowledge because they had very short time to study English. According to the learners, the reason was that they worked. The high routines of the learners are the problem to absorb English lessons. The problem in term of having short time in learning English is an obstacle in speaking English. It is **the learners' obstacle in speaking English based on the short time to study**

The word 'no media' from the data above shows that the learner could not practice English because of the lack of facilities in general. The word 'no partner' is classified as the facility to practice English. And the words 'environment is not supporting' indicated that the learner lives with the people who do not use English in their environment. The environment which is not supporting English is a problem for those who

want to increase their English speaking skills. The data above related to the facilities in learning English becomes an obstacle in speaking English for learners.

THE FINDINGS

The descriptive data analysis shows the obstacles in speaking English of the non-English major teachers who teach at *Sekolah Putra Batam*, Batam. From the analysis, the substantive theories are taken based on the teachers' problem faced during speaking English as well as from the teachers themselves or the external aspect. Mostly, the obstacles in speaking English of the teachers came from the teachers themselves. The obstacles in speaking English are the biggest source came from the cognitive aspect of the teachers.

From the analysis the obstacles in speaking English of the teachers, it is found,

- a. Cognitively, the teachers had obstacles in speaking English because they had low grammar mastery, they did not know how to differentiate part of speech, and they did not understand the use of English tense patterns. Then the teachers had very limited vocabulary mastery and poor pronunciation. The teachers were not able to arrange the words in sentences structurally. Finally, the teachers were not able to identify the meaning of English sentences in oral activity.
- b. The obstacle in speaking English based on the affective aspect found that the teachers psychologically could not speak English because they were shy, worried, nervous, afraid of making mistakes and being

laughed, nervous to talk in a public, not confident, and doubtful. These feelings appeared when the teachers attempted to speak English that make them reluctant to speak English.

- c. It was found that the obstacles in speaking English based on the psychomotor aspect were the teachers' fatigue because of work, not making English as a habitual speaking, and limited English skills.
- d. Besides the obstacles came from the teachers themselves, tutors, materials in teaching learning process, a very short time to study, and the minimum facilities for supporting the English learning were the external aspects of the teachers became the obstacles in speaking English

CONCLUSION

There are more than 10 categories of obstacles in speaking English for non-English major teachers as the adult learners at *Sekolah Putra Batam*, Batam, Kepri which were analyzed to get the very significant obstacles in speaking English of the teachers. The main obstacles in speaking English for the teachers derived from the teachers themselves in term of cognitive (knowledge), affective (attitude), and psychomotor (skill) aspects.

The cognitive aspect is divided into grammar, vocabulary, pronunciation, structure, and meaning. The affective aspect is divided into shy, afraid, nervous, self confident, doubtful, confused, and worried. The obstacles in speaking English related to psychomotor aspect are divided into English speaking habit, limited

English skill, and fatigue. In limited aspect related to the psychomotor aspect are writing, speaking, and listening.

The obstacles in speaking English which emerge from the external aspect are formerly English teachers, materials, time, and facilities. From those obstacles in speaking English, the most significant number of English speaking obstacles was taken to get the grand substantive theories. The whole categories produced were narrowed down into four grand substantive theories. The grand substantive theories are the low competence of vocabulary and grammatical rules, the learners' affective weaknesses, fatigue, seldom speaking English and limited English skills, and the unsupported learners' milieu to speak English.

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FORMAT PENULISAN NASKAH

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Gaya penulisan kutipan hendaknya mengikuti format APA (American Psychological Association) versi 6 (petunjuk dasar mengenai cara menulis kutipan menurut format APA dapat dipelajari pada tautan berikut ini: <https://owl.english.purdue.edu/owl/resource/560/02>). Untuk kutipan pendek, yaitu kurang dari 40 kata, hendaknya dipadukan dalam kalimat penulis. Kutipan pendek langsung diawali dan diakhiri dengan tanda petik; kutipan pendek tidak langsung tidak perlu menggunakan tanda petik. Untuk kutipan panjang, yaitu lebih dari 40 kata, kutipan diawali di baris baru dengan indent ½ inch dari margin kiri, yaitu dalam tempat yang sama pada paragraf baru. Margin kiri seluruh kutipan mengikuti margin kiri pada awal kutipan. Margin kanan kutipan sama dengan margin kanan paragraf yang lain. Spasi dan ukuran tulisan kutipan tidak berubah. Setiap kutipan harus disertai dengan sumber kutipan berupa nama belakang penulis dan tahun penerbitan, misalnya (Richards, 2002). Untuk kutipan langsung—baik panjang maupun pendek—sumber kutipan juga harus dilengkapi dengan keterangan nomor halaman, misalnya (Richards, 2002: 65). Catatan ditulis pada akhir naskah (*endnote*), tidak pada bagian bawah halaman (*footnote*).

Setiap sumber kutipan, baik artikel maupun buku tanpa dipilah-pilah jenisnya, diurutkan menurut abjad berdasarkan nama akhir, tanpa diberi nomor urut. Sesuai dengan format APA, daftar sumber kutipan ditulis sebagai berikut:

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Jones, Roymond C. (2008). "The "Way" of Class Participation: A Question Worth asking." *College Teaching Journal*, 56(4), 214-265.

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Gordon, Louise. (2008). Writing and good language learners. In Griffiths, Carol (ed.), *Lessons From Good Language Learner* (pp. 244-254). Cambridge: Cambridge University Press.

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