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Theme:
“Enhancing Transdisciplinary Studies on Language, Literature and Arts to Embrace the Social Context of the Industrial Revolution 4.0”

(Meningatkan Kajian Transdisiplin tentang Bahasa, Sastra, dan Seni untuk Menghadapi Konteks Sosial Revolusi Industri 4.0)

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PREFACE

Being critical of the current changes and development in the fields of language, art, and literature, the Faculty of Languages and Arts Universitas Negeri Medan held the 2nd International Seminar on Language, Art, and Literature Education on November 14th, 2019. This year’s seminar focused on how to keep up with transdisciplinary studies on the three fields, especially in facing the Industrial Revolution 4.0. More research studies or theoretical reviews are very essential since the three fields must collaborate to generate innovative ideas for professional and educational practices. To be more specific, the theme of the seminar was “Enhancing Transdisciplinary Studies on Language, Literature, and Art in Facing the Social Context of the Industrial Revolution 4.0. Transdisciplinary”.

Five speakers were invited to share ideas and research results related to the three fields. They are, Prof. AMrin Saragih, M.A. (Indonesia), Dr. Nur Rasyidah Mohd Nordin (Malaysia), Balasz Huska, Ph.D (Brunei Darussalam), Potchana Pantham, M.Sn. (Thailand), and Coline Carretier (French). The seminar is also attended by participants of the three fields and of different backgrounds. Students of undergraduate, Master’s and Doctoral programs and lecturers submitted their abstracts for presentations. The total number of abstracts received was 123 with 145 presenters. However, all the presenters were given options to publish their full papers in the seminar’s proceedings or scientific journals of their preference. Even though there are not many full papers published in this seminar publication, we expect that information contained can give readers fruitful ideas and valuable knowledge.

Last but not least, I do expect that this seminar can be regularly held to become a forum for enthusiasts of the three fields to exchange information and build sustainable cooperation.

Indra Hartoyo, S.Pd., M.Hum.

Chair of the Committee
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GRAMMAR MISTAKES IN WRITING SHORT STORIES BY THIRD SEMESTER STUDENTS OF FBS UNIVERSITAS NEGERI MEDAN

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ABSTRACT
The study aims to analyze the grammatical errors of the third semester students in writing short stories (kurze Erzählung). The research used qualitative techniques and the data collection instrument was a short story writing test. The research subjects were nine students of the German Language Education Study Program, FBS Universitas Negeri Medan who took the Schreibfertigkeit für weite Fortgeschrittene course. The results showed that the students made German grammatical mistakes in writing short stories. The German grammar mistakes were caused by students' lack of knowledge of German grammar and vocabulary. Students also did not get special courses on German grammar. It is recommended that students enrich their vocabulary (deutsche Vokabeln) and improve their mastery of German grammar (deutsche Grammatik).

Keywords: grammatical errors, short stories, writing

INTRODUCTION

Based on the research data from the Program of International Student Assessment (PISA), the literacy culture of Indonesian people is in the second worst position or 64th out of 65 countries in the world (Apandi, 2019: 1). The cause is low literacy or reading culture (Amiranti, 2017: 1). Not only the culture of reading in Indonesia is low, but the culture of writing is also much lower (Khak, 2011: 1).

Writing is the most difficult skill to master, when compared to other aspects of language skills, such as listening, speaking and reading (Puspitasari, 2017: 249). Good writing skills are not naturally acquired skills (Myles, 2002: 1). These skills must be learned. Similarly, short story writing skill should be well learned. In fact, university students and secondary school students have difficulty in learning to write and are not interested in learning how to write literature, such as writing short stories (Rohayati, 2018: 65).

For language learners, the ability to write short stories is a difficult and complex literary ability (Supriyono, 2012: 137). Difficulties in composing short story texts are influenced by internal factors and external factors (Amalia and Doyin, 2016: 38), such as: i) difficulties in composing sentences that are good and right; ii) difficulties in expressing ideas; iii) learning patterns of language skills; iv) limited hours of study; v) curriculum and vi) supporting facilities.

Short story writing activities are in the writing course. Writing short stories is a skill students must master. Writing short stories (kurze Erzählung) is also a project assignment of the writing course (Schreibfertigkeit), which was first assigned to students in the even semester (from February - May 2019) according to the 2017 KKNI curriculum applied in the German Language Education Study Program, Faculty Language and Art, Universitas Negeri Medan. The results of the project assignments were still not very satisfying. Based on the evaluation of the results of the project assignments, university students still make mistakes, such as: i) mistakes in preparing correct sentences; ii) errors in choosing German words; iii) wrong conjugation of verbs; iv) incoherent between sentences; v) writing wrong words; vi) errors in the use of German grammar (deutsche Grammatik) in sentences.

The mistakes made by students must be studied and those errors must be analyzed first (Prediger and Wittmann, 2018: 1). Likewise, to find out students' mistakes in writing short story texts, sentences in short story texts must be analyzed by the error analysis method (Fehleranalyse). In error analysis, students learn to know and correct mistakes. This is done in accordance with the opinion of Nababan (1994: 106) which states that besides language teachers, target language students can also be asked to improve their own work (self-correction), or improve the work of their classmates (peer-
correction). Through error analysis, obtained data about the language learning process can be used as a guide for teachers/lecturers and curriculum developers to find out which parts of the target language are the most difficult for students to produce properly and correctly, and which types of mistakes are the most difficult ones or reduce the learners’ ability to produce good short story texts (kurze Erzählung).

Based on the background of the problem, the formulation of the problem in this study is as follows: i) What is the form of German grammatical mistakes made by students in writing short stories (kurze Erzählung)? and ii) What causes errors in writing short stories?

The research objectives are: i) Describing the form of errors made by students in writing short stories (kurze Erzählung) and ii) Describing the causes of making mistakes of the students in writing short stories.

Writing (das Schreiben)

Writing skills today are increasingly important to master (Sattayatham and Ratanapinyowong, 2008: 19), especially writing in the academic field. Writing activities are an inseparable part in the whole learning processes experienced by students while studying in higher education (Akhadiah, Arsjad and Ridwan, 2003: 1). Writing basically is not just pouring spoken language into written language, but also is an outpouring mechanism of ideas, ideas or knowledge that is written with the correct structure, correlates well between paragraphs and is free from mechanical errors such as spelling and punctuation (Alwasilah and Alwasilah, 2005: 43).

Writing is a thinking and language activity that not only perpetuates language with graphic signs, but is also a language skill that is used to communicate indirectly with others in the form of correspondence, seminars, conferences, distance courses, etc. which of course demands high writing skills. Thus the meaning of writing can be realized in various forms, such as letters, papers, speeches, short story texts and so on.

Based on the description above it can be concluded that writing skills are the ability to pour thoughts onto paper (short story text) in written form that has the correct structure and vocabulary to achieve the goals.

Short Stories in German (kurze Erzählung)

Short story is a literary work in the form of prose whose story is read out in one sitting, approximately between half to two hours (Rahayu, Lestari, Anjani and FirmanSyah, 2018: 126). Short stories are the results of creative arts whose objects are human and their lives. As a creative work, short stories must be able to give birth to beautiful creations and try to channel the needs of human beauty, and with the creativity, short stories are also created. Short stories can be a forum for the delivery of ideas and ideas thought by the author (Hartati, 2017: 117).

As literary works, short stories have characteristics, such as: i) describing the side of life; ii) giving the impression to the reader; iii) containing a maximum of 10,000 words; iv) finished reading within 10-30 minutes. Short stories are formed by several components, such as: theme, plot, setting, characterization, point of view, mandate and language style (Puspitasari, 2017: 251).

The short story (kurze Erzählung) referred to in this paper is a short story that has components written in German (Deutsch) in accordance with German grammar (deutsche Vokabeln) and rules for writing the correct German word (neue Rechtsschreibung).

Error Analysis (Fehleranalyse)

Error analysis is a very important part in acquiring a second language (Seitova, 2016: 288). Error analysis is an attempt to explain errors in the use of foreign languages that have differences with the mother tongue. Errors are interpreted as deviations from the rules that apply or as violations of the rules of grammar, which occur due to misunderstanding or difficulty communicating (Cherubim, 1980: 1). Brown (1980: 148) states that error analysis is an analysis of a student's language mistakes in a foreign language, second language or language in general. In line with the above opinion, Ardiana and Yonohudiyono (1998: 2.4) state that the analysis of language errors is a process based on the analysis of the mistakes of students or someone who is learning something, for example language. The language in question can be a mother tongue (for example, a regional language), a national language (Indonesian), or a foreign language (German). Corder (1981: 45) states that error analysis has two functions in the
learning process, namely to investigate the language learning process and to find out whether remedial teaching is necessary or not to be carried out in order to achieve the learning objectives successfully.

Error analysis method is a technique or strategy to find out the mistakes made by students. Crystal cited by Pateda (1989: 32) states, that the error analysis method is a technique for identifying, classifying and interpreting systematic errors made by students who are learning a foreign language or a second language using linguistic theories and procedures.

Error analysis is a work process. As a working procedure, error analysis has the following work steps: i) Collecting data in the form of language errors; ii) Identifying and clarifying mistakes; iii) Rating errors; iv) Explaining mistakes; v) Predicting areas or items that are vulnerable; vi) Correcting mistakes: correcting mistakes, if possible eliminating errors through the preparation of appropriate materials, good handbooks and matching teaching techniques (Ardiana and Yonohudiyono, 1998: 2.8).

Previous studies

The results of related previous studies to the development of textbooks writing short stories and error analysis, are described as follows:

i) Perdamean, Sari and Kudriyah (2018: 304) state that second semester students in four German study programs in Indonesia made 19 types of errors when writing essays in German. The error was caused by students not being accustomed to writing and not mastering German grammar.

ii) Puspitaningrum and Suseno (2019: 16) state that enrichment books especially for composing short story texts are very lacking, therefore it is necessary to develop textbooks to write short stories.

iii) Warningsih, et al (2013, http://file.upi.edu/Directory/FPBS) states that the use of indirect correction techniques that are part of the error analysis method can improve student learning outcomes and result in changes toward positive attitudes.

RESEARCH METHOD

This research was conducted at the German Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Medan. The research subjects were nine third semester students who took the Schreibfertigkeit für weiter Fortgeschrittene course. The research instrument used was a writing test.

After the test of writing a short story with the theme of einen Freund besuchen was carried out, the student essays written on the answer sheets were retyped and the author's name was changed with a code mark. Re-typing and coding is done so that the student who owns the essay does not feel ashamed that his writing is analyzed in the learning of the Schreibfertigkeit für weiter Fortgeschrittene course in class. At the next meeting, students’ essays that have been re-typed, and duplicated were distributed in class as lecture materials. Students were asked to correct and revised errors listed in his/her essay (self-correction) and his friend’s essay (peer-correction).

RESULTS AND DISCUSSION

The following are the results of research on the forms and causes of students’ errors in writing short stories.

1. Forms of German grammatical mistakes made by students in writing short story text (kurze Erzählung) namely:

   i) Rules for writing German words (Rechtschreibung)

   Students make mistakes in writing German vocabulary, such as: unfall (writing the correct word: Unfall), Krankenschwester (writing the correct word: Krankenschwester), wir fahren ... (writing the correct word: Wir fahren ...) in German nouns and things that are subjected must be written in capital letters. Every beginning of a word in a sentence must also be written in capital letters. Nouns in the sentence must be written with the beginning of upper case words (capital).

   ii) German verb conjugation (konjugation)

   There were some verb conjugation errors, such as: und er vergingen ... (correct conjugation: und er vergingen ...). German verbs in the sentence must be conjugated according to the subject. Verbs change shape, if conjugated to the subject, such as: ich, du, er, es, sie and ihr.

   iii) German verbs (deutsche Verben).

   There are some sentences in which there are no verbs, such as: Aber warum Kuanlin und Herin so spät? The verb that must be included in the sentence is the verb kommen, so the sentence becomes:
Aber warum kommen Kuanlin und Herin so spät? In German verbs have an important role in sentences. Verbs must be in the sentence and are usually placed in the second position, except for question sentences that use verbs (not question words) and sentences that have conjunctions, such as: weil, dass, nachdem.

iv) Punctuation (Satzzeichen)
Almost all students made mistakes in using punctuation, such as: period (.), Comma (,), question mark (?), Exclamation point (!), Colon (:), hyphen/dash (-), there are even sentences that don't have punctuation. Sentences written by students are difficult to understand because of improper punctuation.

v) Choice of words (Wortwahl)
The choice of the correct German word is a problem for students, such as: Paulin muss für zwei Wochen ins krankenhaus eingeliefert werden (preferably: Paulin muss für zwei Wochen in Krankenhaus behandelt werden). The use of words that are not appropriate causes sentences difficult to understand or the meaning can not be conveyed properly.

vi) Preposition (Präpositionen)
There were some incorrect use of prepositions, such as: ... weil eingeschränkte Besuchszeiten, should: ... wegen eingeschränkter Besuchszeiten. The preposition (Präpositionen) in German can change the form of words that follow it, as in the case of Accusative, Dative, Accusative-Dative and Genitive.

2. Causes of errors in writing short stories (kurze Erzählung)
There are some reasons students make mistakes in writing short stories in German, such as:

i) Vocabulary.
The lack of mastery of German vocabulary causes difficulties for students to develop stories, wrong in choosing words, and not being able to write German words correctly.

ii) German grammar (deutsche Grammatik)
The difference in German grammar with Indonesian grammar causes students to experience difficulties and to make many mistakes in German grammar in writing.

iii) Writing tradition.
Students are not accustomed to writing; this causes students become careless in writing the correct German words, in putting punctuation in sentences and in putting the Umlaut sign (‘¨) on the vowels a, o and u.

iv) German Grammar Course (deutsche Grammatik).
Semester III students of the year 2018 do not get German grammar lessons in lectures because there is no course in the curriculum. Grammar teaching is integrated into the subjects of listening (Hören), speaking (Sprechen), reading (Lesen) and writing (Schreiben).

v) Learning textbooks are not yet available for writing short stories in German.

CONCLUSIONS AND SUGGESTIONS
Based on the description in the results and discussion section, it can be concluded that through the application of error analysis, the forms of vocabulary errors (German vocabulary) and German grammar errors in writing short stories were found, such as: writing correct German words (Rechtschreibung), verb conjugations German (Konjugation), German verbs (deutsche Verben), punctuation (Satzzeichen), choice of words (Wortwahl), and prepositions (Präpositionen).

There are some causes of students’ making mistakes in writing short stories, such as: the lack of mastery of German vocabulary, the difference between German grammar and Indonesian grammar, and the bad writing tradition.

It is recommended that the students in the third semester should enrich their German vocabulary and improve their mastery of German grammar (Strukturen) so that they can write German essays well. By mastering German vocabulary and good grammar, students are expected to be able to produce short stories that have few or no errors in German grammar in the future.

GRATIOTUDE NOTE
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THE DIFFICULTY OF FOREIGN LANGUAGE LEARNERS TO BUILD COMPLEX SENTENCES

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ABSTRACT
The goal of this article is to find out the creation of complex sentences using conjunctions. The background of this article is the difficulty of students in writing well. It happens because the students do not understand well using conjunction in sentences.

Mistake in the formation of noun phrases, verbal sentences, initial sentences, use of words and structural replacements, and use of conjunctive pronouns in complex sentences. Mistakes in verbal sentences occur mainly in the use of the past, i.e. the time spent is compounded and imperfect. Both are over, but their use is different. The past is used to show the activities that have been done and that have been completed. When the imperfect is used to explain a person's habits in the past, desribed a situation in the past, in this case the first activity is still on process when the second activity is happening. Students often forget that the time spent must be used according to their respective rules. Of course, this is a problem for French students. This is a mistake that is often done by students. They think that using conjunctions is difficult, because they have to remember and understand it. Therefore, they create a sentence using incorrect conjunction. There are some types of conjunctions, they are (1) cause, (2) purpose, (3) contention, (4) consequence, (5) concession, and (6) time. In addition, conjunctions in French have variations and have different functions.

Keywords: Error Analysis, Sentence, Complex Sentence, Conjunction

INTRODUCTION
Sentences are one of the fundamental things for every language learner. Either French or Indonesian, the sentences is the smallest language unit. It can be verbal or written form. In verbal form, sentence are spoken in a low voice between rest and end with a final intonation. In Latin, sentence start with a capital letter and end with a full stop, a question mark, and an exclamation mark (Sitompul 2011: 1).

In other words, each type of sentences either verbal or written has its own rules. In terms of regulations, the sentence refers to two provisions, which must be logical and follow grammatical rules. The grammatical rules are about the language layout. This is the communication unit of a language. It expresses judgment and thoughts about beings or things. This information can be deliver if only the sentences are makes sense; the order of words arranged with the appropriate rules. To be accepted, any sentences must be grammatical and semantic. (Http://membres.multimania.fr/clo/grammaire/phrase.htm.com)

It is clear that sentences are an indispensable element in communication. Because when we communicate with other people, that means, we make language. The function of language is to express judgment and to think about beings and things. This information can be transmitted if only the sentences are makes sense and the order of words is arranged with the appropriate rules.

If we analyze the type, the sentences can be divided into three, namely (1) declarative (2) interrogative and (3) exlamative. After that, in general, sentences can be distinguished from (1) simple sentences and (2) complex sentences. This analysis focuses on complex sentences. Complex sentences are arranged into two parts, the main proposition and subordinate clauses.
Regarding the explanation above, the sentences is very important especially for language learners. We must mastering the types and rules. Unfortunately, in reality, there are many language learners who cannot make good sentences especially complex sentences. This is due to limited knowledge of the types and use of conjunctions. For example:

La conjonction de cause: Elle arrive en retard, **comme** il y a beaucoup d’embouteillages.

From the example above, it is better to use la conjonction de cause, "car" ou bien "puisque" because, usually we use la conjonction "comme" at the beginning of phrases such as: **elle arrive en retard, car il y a beaucoup d’embouteillages**.

La conjonction du but: Marie étudie sérieusement, **pourquoi** elle peut gagner la bourse d’IFI.

Based on the example above, we must use **subjonctif parceque**, la conjonction “pourquoi” always accompanying subjunctive, such as: **Marie étudie sérieusement, pourquoi elle puisse gagner la bourse d’IFI**.

Students difficulties are caused by lack of vocabulary, weaknesses in grammar and lack of knowledge about conjunctions. So, they found that learning complex sentences was difficult, and they had not improved their writing so that they make many mistakes when writing or saying complicated sentences. Based on the explanations and reasons above, I am currently making an article entitled “The Difficulties of Foreign Language Learners to Construct Complex Sentences”.

**DEVELOPMENT**

Syntactical errors found in student writing.

Syntactical Errors of French that found in students writing include errors in forming the noun phrases, verb phrases, prepositional phrases, the use and structure of pronouns, and the use of conjunctive pronouns in complex sentences.

Errors in forming noun phrases occur because students do not make adjustments between the central element and additional elements in the phrase.

The example of syntactical errors can be seen in the following data.

- l'appartement a quelque charme.
- l'appartement a quelques charmes
- La télévision a beaucoup de programme
- La télévision a beaucoup de programmes

The first and second sentences should have the addition of /-s/ to the noun because the additional element of the noun which is the central element indicates the plural form.

Errors in verb phrases mainly occur in the use of past tense, namely passé composé and imparfait. Both of these are past tense, but their usage is different. the passé composé tense is used to indicate the activities that have been carried out and have been completed. Imparfait tense is used to explain a person’s habits in the past, describe a situation, and to describe two events in the past, in this case the first event occurred first and is still ongoing when the second event occurs.

The students forget that the use of that two past tense must be used in accordance with their respective rules. In Indonesian, to say activities in the past are by adding adverb of time in the sentences. For example: ago, then, yesterday and so on. Of course this has become a problem for French learners.

Some examples of data related to errors in the use of past tense as follows.

- Ses enfants salissent la maison quand elle rentre à la maison.

In this sentence, the salissent ‘littering’ indicates the event that occurred earlier and still ongoing when the rentre ‘return’ activity occurred. Therefore, the verb in the first activity uses the imparfait tense, namely salissaient and the verb in the next activity uses the passé composé tense, namely est rentré.

- Ses enfants salissaient la maison quand elle est rentrée à la maison

From the description above, there are some factors that cause the occurrence of syntactical errors made by students in their essays.
Those factors are discussed below.
2. The factors that cause errors
   a. Linguistic Factors
      The linguistic factors that cause errors, include:
      (1) Different rules between Indonesian (B1) and French (B2),
      (2) The unknown of certain forms in B2 so that the learners using the forms in B1,
      (3) There are equivalent words between French and Indonesian so that students do not pay attention to things that need to be adjusted to the rules of the French,
      (4) The lack of knowledge about past tense (passe composé and imparfait). There is a French structural pattern which is not having in Indonesian so that the learners move Indonesian pattern into French.

   b. Sociolinguistic Factors
      Sociolinguistic factors that cause syntactical errors in students essay, include:
      (1) The lack of students attention towards French,
      (2) The use of French in communication activities only occurs in certain environments. Usually, it is more common in formal situations with very few hours if compared with Indonesian in daily communication.

The Definition of Phrase
   According to Tomassone (1996: 112) sentences are the sequences of words which is started with capital letters and ended with full stop mark (strong punctuation marks). This definition is understood for written words. For spoken words, the restrictions imposed by important pauses.

Complex Sentences
   Complex sentences are formed with at least 2 propositions and hence at least with 2 conjugated verbs. Each proposition contains conjugated verbs. This is in accordance with Delatour's explanation (1991: 6): Complex sentences contain two or more conjugated verbs, so that they consist of two or more propositions.
   Then, site francais.lingolia.com has related explanation about:
   A sentences that containing two or more conjugated verbs is called as a complex sentence. It contains two or more propositions, different from simple sentences which contain only one conjugated verb. Proposition is a group of words that are formed around a verb. Verb propositions are almost always conjugated, eventhough there are also some exceptions.
   Propositions can be connected in various ways such as conjunctions. Conjunction is a word used to connect two words, groups of words or propositions which express grammatical, semantic, and logical relationships between the connected entities. (source: wikipedia)

   Coordination are two coordinated propositions that are interconnected by the coordinating conjunction (mais-ou-et-donc-or-ni-car).
   • Mais
     \[ J'ai l'intention de vous inviter à ma fête d'anniversaire mais je ne sais pas ton adresse. \]
   This sentence shows that conjunction opposes action and circumstance. There is a conflict between vous inviter à ma fête d'anniversaire and d'anniversaire avec je ne sais tons of adress. Then, we combined that two propositions by using the conjunction mais.
   • Ou
     \[ J'ai demandé un collier ou une paire de boucles d'oreilles. \]
   Two propositions above connected by conjunction ou that refers to choice between object un collier or une paire de boucles d'oreilles.
   • Et
     \[ Je vais chez ma copine et je dois lui acheter un cadeau. \]
   Based on this example, the sentence has a coordinating conjunction et and to give an addition to the proposition. the principale proposition is Je vais chez ma copine while the subordonnée proposition is je dois lui acheter un cadeau ..
• Donc

*Il a fini ses devoirs donc il peut aller au restaurant.*

This sentence shows that the conjunction connects the two entities which both state the consequences of the *il peut aller au restaurant*, the conclusion is the first sentence and the second sentence *Il a fini ses devoirs* are connected by the conjunction “because” namely *donc.*

• Or

*Elle est sortie de la maison or ses parents n’étaient pas d’accord.* (source: Sitompul 2011:25)

« *Elle est sortie de la maison* » and « *ses parents n’étaient pas d’accord* » are two propositions that use coordinating conjunction *or.*

• Ni

*Ni mon frère ni ma soeur ne sont absents à ma fête de mariage.*

These two propositions are bound by coordinating conjunction *ni.* *Ni* is refers to the multiplication of the negation between the *mon frère* and *ma soeur qui ne sont absents.*

• Car

*Sa fille ne sera pas contente, car elle ne veut pas être mariée contre son gré.* (source: français facile)

Based the example above, the sentence has coordinating conjunction *car* which refers to the cause of the proposition. The main proposition is *Sa fille ne sera pas contente.* the subordonnée proposition is *elle ne veut pas être mariée contre son gré.*

- Subordinate Conjunction is a proposition that depends on the main proposition. According to the français.lingolia.com website about the combination of subordination.

The sentence construction that forms the dependency relationship between two propositions. The first proposition has function independently which called as the main proposition. Then, the second proposition have to complete it: subordinate clause

There are several types of subordinate clauses:

- L’expression de la cause

The cause is it provokes as a conjunction that can be expressed by subordinate propositions. The cause when construct a sentence with the expression as follows:

• Parce que (conjunction give an explanation towards question *Pourquoi?*)

*J’arrive tard au bureau parce que j’ai eu un problème de voiture.*

The sentence above contains two propositions, it is different from a simple sentence that contains only one conjugated verb. So, it shows that there is conjunctions *parce que* between two propositions. This conjunction is used to connect two clauses that indicate the cause of the main sentence *J’arrive tard au bureau,* and the answer *parce que j’ai eu un problème de voiture.*

• Comme (conjunction about observations which is the causes may be known or unknown by the interlocutor)

*Comme la boulangerie était fermée, j’ai acheté du pain au supermarché.*

In this sentence, it is refers to the subordinate because it precedes the main one. It can be seen that subordinate sentences use past compound *j’ai acheté et* and the main sentences use the perfect time *était fermée.*

• Puisque (conjunction about causes that already known)

*Puisque tu es en retard au campus, le professeur est en colère.*

According to the example above, we can make a sentence to grant the function of the conjunction of the *puisque* to state the cause that is already known by the interlocutor.

• Sous prétexte que (conjunction about the causes that are considered questionable)

*Max n’est pas venues dans la réunion sous prétexte qu’il était malade.*
The sentence above contains two propositions. There is a conjunction *sous préxte que* between two propositions. This conjunction is used to connect two clauses that indicate the main sentence of *Max n’est pas venues dans la réunion*, and the answer is *sous préxte qu’il était malade.*

Conjunction when following a proposition in terms of causes, as follows:

- **En Raison de**
  
  *En raison de travaux de renovation, le musée sera fermé pendant trois mois.*
  
  This conjunction is followed by the determinant. It express official reasons and emphasize the temporality of facts.

- **À cause de**
  
  *Je ne suis pas allé chez toi à cause des pieds blessés.*
  
  In this sentence, it introduces a negative cause. There are complaints about the negative aspects of the cause.

- **Grâce à**
  
  *Grâce à votre aide, j'ai pu résoudre ce problème.*
  
  It introduces a positive cause. One that makes a positive aspect of the cause is praise.

L’expression de la conséquence

Conjunction is used to state the consequences. The consequence is the opposite of the cause. This is a type of consequence expression:

- **Si bien que**
  
  *Luc économisait de l’argent pendant toute une année, si bien qu’il a pu s’offrir un voyage à Bali.*
  
  Subordinate propositions of consequences are propositions that show the consequences of *il a pu s’offrir un voyage à Bali*, it was the resulting from what already said in the main proposition. It was placed after the main proposition. *Luc économisait de l’argent pendant toute une année.* The conjunctions in terms of consequence from this sentence is the *bien que.*

- **C’est pourquoi**
  
  *Il a le test final demain matin, c’est pourquoi il doit se coucher tôt ce soir.*
  
  The function of grammar in the sentence is to complete the consequences using the *c’est pourquoi* conjunction. The consequence is placed in subordinate sentences, namely *il doit se coucher tôt ce soir.*

- **Voilà pourquoi**
  
  *J’ai été absent hier, voilà pourquoi je ne dois pas suivre les cours.*
  
  The function of grammar in the sentence is to complement the consequences that use the conjugate *voilà pourquoi*. The consequence is placed in subordinate sentences namely *je ne dois pas suivre les cours.*

- **Si / tellement + adjective + que**
  
  *Il est tellement motivé dans cette compétition qu’il s’entraîne même pendant le weekend.*
  
  This sentence is arranged based on the pattern that has been explained. The consequences are placed in subordinate sentences.

- **Verbe + tant / tellement de + nom + que**
  
  *Vous venez tant de vite que vous allez arriver un quart d’heure avant le temps.*
  
  This sentence is arranged based on the pattern that has been explained. The consequences are placed in subordinate sentences.

L’expression l’Opposition

The opposition expresses expressions that have two opposing propositions. This is the type of expression of opposition:

- **Bien que**
  
  *Bien qu’elle préfère le thé sans sucre, elle accepte le doux.* (source: françaisfacile)
  
  From the example above the conjunction used is *bien que*. In the main sentence it is use the subjunctive after the conjunction *bien que.*

- **Même si**
  
  *Même si le professeur est absent, nous devons travailler notre cours.*
  
  From the example above the conjunction used is *même si*, which introduces opposition where the elements of *même si* have no effect.
• Dependent
   
   * J'ai beaucoup de travail, **dependent** on pe peux participer à cette organisation.
   
   In the sentence above, the propositions preceded by adverbs that express opposition.

• Pourtant
   
   * Je veux jouer du badminton **pourtant** je n'ai pas de raquette.
   
   In this sentence, the propositions preceded by adverbs that express opposition.

• Quoique
   
   * Quoique cet exercice soit facile, il ne comprend rien. (Source: françaisfacile)
   
   The conjunction **quoique** of the sentence above introduces two conflicting propositions between the main sentence and the subordinate sentence.

• Qui que
   
   * Qui que tu sois, je vous suis très remercie.
   
   This sentence shows concessions or opposition, and uses the expression **qui que tu sois**.

• Où que
   
   * Où qu'ils habitent, ils s'adaptent facilement à leur milieu. (source: Sitompul 2011: 34)
   
   The conjunctive phrase **quoi que** and **qui que** shows the relative concessions involving place. Here, the meaning is that wherever the place is, the main sentence elements will find obstacles or solutions.

• Malgré + nom
   
   * Malgré une jambe cassée, il a voulu venir.
   
   Conjunction above is used to show two contradicting propositions between the subordinate propositions and the main propositions.

L’expression de But

It has a goals that indicate the goals to be achieved or the results that are expected to be avoided. The expressions are as follows:

• Pour + infinitive
   
   * Elle porte des lunettes **pour** voir clairement.
   
   The example above is an expression of purpose to express the goal to be achieved. Main and subordinate have the same subject.

• afin de + infinitive
   
   * Elle s'entraîne **afin de** gagner une médaille.
   
   The example above is an expression of purpose to express the goal to be achieved. Main and subordinate have the same subject.

• de manière à + infinitive
   
   * Arnaud a étudié tous les soirs **de manière à** voir une bonne note
   
   The sentence above, the use subject in main proposition is same as the subordinate clause, **Arnaud**.

• de façon à + infinitive
   
   * Elles ont laissé faire **de façon à** pouvoir donner une bonne leçon
   
   The sentence above, the use subject in main proposition is same as the subordinate clause, namely **Elles' re**.

• Pour que + subjective
   
   * Il m'a prêté son dictionnaire **pour que** je puisse faire la traduction.
   
   The sentence above was followed by the subjunctive in the subordinate clause after placing the conjunction **pour que**.

• affin que + subjonctif
   
   * Ma voisine a acheté une voiture **afin qu'il puisse aller travailler en ville**.

   The sentence above was followed by the subjunctive in the subordinate clause after it was placed.

• de façon que + subjonctif
   
   * Le professeur explique la règle de grammaire **de façon que** les étudiants comprennent

   This phrase expresses a positive goals and there are goals to be achieved. The subordinate clauses follow subjunctive time like the pattern above.

• de manière que + subjonctif
   
   * Je garderai ta fille **de manière que** tu puisses rentrer un peu plus tard.
This phrase expresses a positive goals and there are goals to be achieved. The subordinate clauses follow subjunctive time like the pattern above.

L’expression de la Condition

This condition expresses an action related to a prejudice or possibility.
The conjunction that represents a condition including:
- Si (introducing a condition or possibility, it expresses a certain potential or action that is not realized: in the present, future, or past)
To express an ideas about conditions or hypotheses in context, the rules below must be follow.
  • Si + présent + futur
    Si j’ai de l’argent, je partirai en vacances.
  This sentence expresses an idea of a proper condition or hypothesis. So, the verb Si + indicative presentation in the main proposition and the verbs of future tense in subordinate clauses. It explains the real hypothesis that an action will be realized now or in the future with the consideration that other actions are realized.
  • Si + imparfait + conditionnel présent
    Si j’allais à Paris, j’irais tous les jours voir un spectacle.
  This sentence expresses the idea of hypotheses that exist in the present or future about actions that are imagined may not be realized. So, Si + indicative imparfait verb, the verb for present is conditional.
  • Si + plus-que-parfait + conditionnel passé
    S’il m’avait téléphoné, je lui aurais expliqué la situation.
  This sentence expresses the idea of a hypothesis that exist in the past and the imagined action has not been realized. So, the Si + indicative more than perfect verb, the verb fort past is conditional.
  • À condition que
    Je te prêterai mon livre à condition que tu me le rendes demain.
  The conjunction explains mandatory conditions. The subordinate clause is followed by the subjunctive time after the conjunction à condition que.
  • Pourvu que
    Je te prête ma voiture pourvu que tu me promettes de conduire prudemment. (source: Chollet 2009 : 214)
  The conjunction introduces the conditions needed so that the main facts can be realized. The subordinate clause is followed by the subjunctive time after the conjunction pourvu que.
  • Pour peu que
    Elle rougit pour peu qu’on lui fasse un compliment. (source: le site bonjour de france)

CONCLUSION

Complex sentences are one of the things that have a big concern. All students must have construct complex sentences. But the reality in class, French language learners do not often use subordinate conjunction to make complex sentences. The students habit in making ineffective sentences can be caused by a lack of students understanding in using subordinate conjunctions in the sentence. In this article, We explain the 6 types of conjunctions, namely:
1. La cause
2. Le but
3. La conséquence
4. L’opposition
5. La concession
6. Le temps

By using this conjunction, the advantages are being able to distinguish registers from languages, as familiar, supported or current, can simplify sentences, can connect main propositions and subordinate propositions.
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ROLE OF TOUR GUIDE IN SERVING TOURISTS
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ABSTRACT
Tourism is one of the mainstay sectors of foreign exchange income, employment providers and at the same time can be the stimulus of the economy wheel around tourist attractions. The tourism sector is very demanding foreign language skills and understanding of the culture of origin of tourists well, so there are no misunderstandings in communicating and interpreting the culture. This paper discusses the role of tour guides in serving tourists, especially tourists from Germany. The purpose of this article is to describe how a tour guide can provide the best service for tourists, this starts from picking up guests from the airport, booking hotels, exchanging money at Money Changer, bringing tourists to restaurants and cafes and visiting tourist attractions in Sumatra North.

Keywor ds: the role of tour guides, tourists

INTRODUCTION
Tourism is one of the mainstay sectors of foreign exchange earnings, employment providers and at the same time can be a driving wheel of the economy around attractions. All components of the nation must be able to support for the advancement of the tourism sector, both concerning the management of its policies and the development and potential of the preservation of a tourist attraction in a region, like other sectors of the country, so that the tourism sector can generate foreign exchange and be able to improve and strengthen the country's economy. The tourism industry can be categorized as a commodity, namely the export commodity. Tourism can bring income to a country. If well managed, the country will definitely get an extraordinary income from the tourism sector.

In the tourism sector known as guides or commonly referred to as tour guides. A tour guide is a person in charge of providing guidance, information and instructions on a tourist attraction. In general, based on the scope of the duty of a tour guide, it is divided into two, namely as follows:

1) Local tour guide (Lokaler Führer / Vorort-Führer) is a tour guide who handles a tour for one or several hours in a special place, on a tourist attraction, or in a limited area, such as a historical building, museum, park entertainment, factories and scientific research centers.

2) Stadtführer is a tour guide whose duty is to bring tourists and provide information about the main tourism objects in a city, usually done in a bus or other vehicle. An Stadtführer who performs multiple tasks as well as a driver is called Ausflugsführer.

The tourism sector is very demanding foreign language skills. The job as a German-speaking tour guide can be one of the promising future because the number of tourists German speakers occupy the top place of all tourists coming from Europe. The tendency of German-speaking tourists to travel is usually in small groups, for example 4 to 10 people. Every small group needs a guide. Older tourists often do not master English and prefer to be guided in German. This opens up great opportunities for graduates of the German Language Education Department to be able to work in the tourism sector.

Competence to be a tour guide is a collection of various integrated abilities. A guide or better known as a tour guide must know the history of the area visited by tourists and tourists, both the history of the building, the usefulness of a building and so forth. All of that must be described in spoken German (mündlicher Ausdruck) and in face-to-face conditions (Gesicht zu Gesicht), therefore, the act of a tour guide's speech is more focused on spoken language that refers to situations related to tourism. In addition to mastery of speech acts (Sprechakt) which is the main thing German-speaking tour guides
must have knowledge of the attitudes of German speakers in general, although this seems like a mere perception. In order to achieve competencies as stated above, it is felt necessary to develop a learning model that contains teaching materials that are all related to the guidance of German-speaking tourists.

In the face of the industrial revolution era 4.0, it is very necessary to develop the practical skills of students specifically in a multidisciplinary field of science, such as in the field of tourism which not only focuses on developing basic knowledge and language skills for students, but also practical language skills learned specifically by students as taught in the course Deutsch für Tourismus.

LITERATURE REVIEW

In the opinion expressed by Youti (2000: 103). Tourism comes from two words namely Pari and Tourism. Stingrays can be interpreted as many, many times, circling or complete. While tourism can be interpreted as a trip or traveling which in this case is synonymous with the word "reavel" in English. On that basis, the word "tourism" can also be interpreted as a trip that is made many times or in circles from a place to another place which in English is also debuted with the term “Tour”

A tour guide is a person in charge of providing guidance, information and instructions on a tourist attraction. In accordance with the understanding of a tour guide issued by Decree of the Minister of Tourism, Post and Telecommunications No: KM / 82 / PW.102 / MPPT-88 dated September 17, 1998, what is meant by a tour guide is: "Someone in charge of providing guidance, lighting and directions about attractions, and helps everything a tourist needs. " From the perspective of tourists, a tour guide is someone who works in a travel agency or a tourist office (Tourist Office) whose job is to provide information, instructions and advice directly to tourists before and during the tour takes place (Yoeti, 2000: 11).

According to R.S. Damardjati (2001: 101) a tour guide is a person who has a certificate of passing the professional examination from an official tourism agency or institution and has a badge (badge), so that he has the right to organize travel guidance as well as providing information about culture, natural wealth, and aspirations the life of the Indonesian people or residents of a region and concerning an object of special specialization towards tourists either as individuals or in a group, using one or several specific languages. Udoyono (2008: 75) explains that a tour guide or often referred to as a tour guide is someone who directs a tour, which is the main key that will bring tourists to get experiences during the tour, can lead tourists and provide information about everything that has power attraction for tourists, and guides are a profession, therefore to become a guide and carry out activities a guide must go through the educational process, get legality, and get rewarded for his work.

DISCUSSION

A tour guide or commonly called a tour guide needs to participate to organize recreation that provides things that interest tourism, including:
1. Exciting Game (Lustiges Spiel)
This game involves tourism fully and directly in an activity. The role of guides is to control the course of the game. The things that need to be considered in the game are:
a) Should involve all tourists,
b) The time or duration required does not need to be long,
c) Done with attention to the psychological condition of tourists,
d) Performed as a distraction on the way.
e) The game material is adjusted to the tourist profile
2. Quiz (Quiz)
Quizzes are used as medium to foster relationships with tourists. Quiz material tailored to the characteristics of tourists. The material used should be light and related to activities that have been or are being carried out. Tour guides should provide gifts or mementos for tourists because this will be an interesting memory for tourists when returning to their places of origin.
3. Storytelling (Geschichte erzählen)
Storytelling is one technique in describing an object or attraction. It is very suitable for child tourists. The things that need to be considered in storytelling are:
   a) Mastering the contents of the story and understanding the characters in the story,
   b) Can express stories,
   c) Able to motivate tourists to be directly involved in the story line
   d) Honest and natural in bringing the story
4. Humor
   Humor is funny and entertaining. This humor breeds a pleasant atmosphere and strengthens relationships and familiarity with tourists. Tour guides should recognize the characteristics of tourists so that the humor delivered can hit the hearts of tourists.
5. Anecdotes (Anecdotes)
   Anecdotes are interesting short stories because they are funny and impressive. In general, anecdotes originate from personal experiences of guides. Anecdotes presented must relate to the material being presented and in accordance with the conditions that are being experienced by tourists.
6. Answering Questions (Fragen beantworten)
   As a tour guide, you will surely face new challenges every day. Probably, one of the most difficult parts of this job is answering tourists’ questions. Unlike speeches that tour guides can memorize, tour guides don't always know what questions tourists will ask the tour guide.
   However, a tour guide can anticipate certain types of questions and how to answer certain questions that might be asked. In addition, tour guides must also learn to use variations when answering questions or responding to a comment.
   A tour guide can lose tourist interest in work if the tour guide says the same thing over and over again. Tour guides need to know how to explain politely when tour guides understand tourist questions.
   A guide must answer questions asked by tourists relating to scouting materials, objects, events, and other matters encountered during travel and transfers. There are several things to consider in answering questions.
   If the tourism sector is well managed, it will have a positive impact on the economic, cultural, political, environmental, social values and knowledge of opportunities and employment opportunities, among others will also progress, while the benefits are:
   a. Benefits of tourism in economic terms
      Tourism can generate foreign exchange for the country so that it can improve a country's economy.
   b. The benefits of tourism in terms of culture
      Tourism brings an understanding and understanding of cultural diversity with the event through the interaction of tourists with the local community where the tourist area is located. So in terms of this interaction the tourists can recognize and also appreciate the culture of the local community and also the background of the local culture adopted by the community.
   c. The benefits of tourism in terms of politics
      Tourism maintains international relations well, namely in the development of tourism in foreign countries. So that the occurrence of inter-national visits as tourists as well as in the tourism of the archipelago. So that it can provide inspiration to always hold approaches and understand each other.
   d. Benefits of tourism in terms of the environment
      Every tourist place if you want to be visited by many tourists must be kept clean so that the community together must agree to care for and maintain the environment or the area that can be used as a tourist attraction.
   e. The benefits of tourism in terms of social and scientific value
      Tourism has friends from various countries so they can know their habits so they can learn the good activities of their country. While in terms of science we can study tourism and can find out where the superiority of a tourist attraction is so that it can apply in areas that are not well developed.
f. Benefits of Tourism in terms of employment opportunities and opportunities
Tourism creates a variety of job opportunities, and establishes a variety of businesses that can support tourism objects for the better and also attractive.

CONCLUSION
Tourism is one of the mainstay sectors of foreign exchange earnings, employment providers and at the same time can be a driving wheel of the economy around attractions. All components of the nation must be able to support for the advancement of the tourism sector, both concerning the management of its policies and the development and potential of the preservation of a tourist attraction in a region, like other sectors of the country, so that the tourism sector can generate foreign exchange and be able to improve and strengthen the country's economy.

In the tourism sector known as guides or commonly referred to as tour guides. A tour guide is a person in charge of providing guidance, information and instructions on a tourist attraction. The tourism sector is very demanding foreign language skills. The job as a German-speaking tour guide can be one of the promising future because the number of tourists German speakers occupy the top place of all tourists coming from Europe. The tendency of German-speaking tourists to travel is usually in small groups, for example 4 to 10 people. Every small group needs a guide.

A tour guide or commonly called a tour guide needs to participate to organize recreation that provides things that interest tourism, including:
1. Exciting Game (Lustiges Spiel)
2. Quiz (Quiz)
3. Storytelling (Geschichte erzählen)
4. Humor
5. Anecdotes (Anecdotes)
6. Answering Questions (Fragen beantworten)

If the tourism sector is well managed, it will have a positive impact on the economic, cultural, political, environmental, social values and knowledge of opportunities as well as employment opportunities.

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PROTOFONEM PAN IN THE SILADANG LANGUAGE  
(Study on Fonem Retention and Innovation Aspects)

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ABSTRACT
The Siladang Language (hereinafter SL), belongs to the endangered minority language. The intensity of usage is decreasing, the realm of usage is increasingly shrinking significantly. The number of SL speakers is also relatively small (under 2000 people), especially those who are still actively using it with adequate competencies currently dominant speakers aged over 50 years. SL are classified into Austronesi languages and it is estimated that B.S. has many similarities and differences with its prophetic language, namely Proto Austronesia (PAN). The analysis of the search for similarities and SL differences in theoretical language can be done by utilizing the comparative theories and historical linguistic procedures (CHL), both in the phonology and lexicon, as well as in their grammatical level. This small writing is the result of research on a scale that is limited to a SL phonological level that focuses on reflection analysis of the PAN protofonem in SL. The discussion on the reflection of the PAN Protofonem in SL is limited to the retention aspect and innovation of the consonant phoneme. Accordingly, the specific purpose of this research is to illustrate and map the retention and innovation of PAN consonant protofonem in SL. The method used to describe the reflection of the PAN consonant protofonem in the SL refers to the comparatively-qualitative method (Mbete, 2010; Fernandez, 2012) is commonly used in comparative historical linguistic (CHL) Studies. For the need of this study used primary data sourced from the active speakers of the SL through a modified survey technique to spread Swadesh's vocabulary; and SL secondary data sourced from multiple document research reports on SL. The results showed that: *b > /w/; *r > /w/; *c > /c/ and /s/; *p, *t, *d, and *k > /?/; *D > /d/.PAN consonant phoneme devices were still retained in the SL. However, there are some of the PAN consonant phonemes that is experiencing innovations, namely. The retention and innovation of PAN consonant phonemes in SL are all primary (orderly) and consonant phoneme innovations are partial split, merger and split. Both forms of retention and innovation occur due to the influence of other languages surrounding the Mandailing language and Indonesian language.

Keywords: language, Siladang, protofonem, consonant, retention, innovation

INTRODUCTION
The Siladang language (hereinafter BL) is classified as a minority language in Indonesia, especially in Mandailing Natal, North Sumatra province. This language is still used ethnic Lubu Siladang as a means of everyday communication, although the intensity and the realm of its use is decreasing and narrowed, because it is pressed by the use of Mandailing language, the language of the neighbor, whose majority. The active speaker BL based on the research of Daulay (2015) is less than 2000 people, and 80% of them are speakers over 50 years old. This BL speakers are also found only in two villages (Sipapaga and Aek Banir villages), geographically, the two villages are neighboring with the villages of the Mandailing speakers in the subdistrict of Mandailing Natal. This language is in the category of endangered language because the intensity of its use decreases and the realm of its use is increasingly narrowed; By the dominance of the use of ML, which serves as a cross-ethnic communication tool in the region. The age of BL of children and adolescents are largely unfluent even less actively using BL as a means of everyday communication and they prefer to switch using ML (see Daulay. 2016).

As a language that belongs to the languages of the Austronesi language, BL is thought to have many similarities and differences with the Proto Austronesian (PAN) language. The similarities and differences are potentially found for example in phonology, lexicon, and grammatical level. The equation occurs for example because of the BL that inherited from the PAN. In addition, retention or
innovation in BL occurs because of the influence of other languages that exist around BL especially from the Mandailing language (ML) and Bahasa Indonesia. Therefore, the similarities and differences that occur in BL with PAN theoretically can be traced to its relationship, for example by reconstructing the reflection of the PAN Phonem found in BL.

The phenomenon of language change is a universal phenomenon. One aspect of language change as a universal phenomenon can be observed in sound changes. Fernandez (2012) asserted that changes were fundamentally observed in the phonological landscape which is the most basic and important linguistic level in the framework of comparative linguistics. By utilizing the approach of HCL (Histories Comparative Linguistics), it can be done to review the relationship of language relations of the group. The Authorized LHK study sets the level of kinship between languages (Parera, 2007). Languages belonging to a member of a language group usually have a similar developmental history. Each language used as a means of communication between his or her speakers, has a kinship relationship with other languages (Anttila, 1989).

The proof of kinship of a language can be done through the reconstruction of ' similarity ' retention elements and through the innovation of ' change ' from its original language called the Protolanguage. The reconstruction of the elements of retention and innovation can be focused on the level of phonology, lexicon, or grammatically of the language.

Protolanguage is a theoretical notion designed in a simple way that is associated with the language systems of a relative by utilizing a number of rules (Bynon, 2000). The change in language, from the languages of the relatives can be traced to the change by returning to the protocol, by observing changes in the stage of sound change at the phonological level. In this connection, Mbete (1982) confirmed the attention of the first on the device cognate ‘ said Seasal ‘ to know the kinship relationship between languages. The study of this cognate device has the benefit of tracing its historical relevance, formulating the rules of sound change that are primary ‘ regular ‘, secondary ‘ irregular ‘; And the sound correspondence of the relative languages. Dyen (Fernandez, 2012) argues, by understand the rules of sound correspondence or changes in sound can be made by the current language lexicon which is an extension of the original language or its protocol.

This short paper displays the results of small research on the description of retention and innovation on the consonant phonemes showing the reflection of the PAN protofonem occurring in BL. In this paper there are two main problems that are discussed related to the formulation of the following problems.

1. How is the retention of PAN consonant protofonem in the Siladang?
2. How is the innovation of the protofonem consonant PAN in the Siladang?

RESEARCH PROCEDURE

To describe the reflection of the PAN protofonem on BL, in this paper first displayed phonemes found in BL. By displaying the BL phonemes is expected to be used as a basis for oBLervation and tracing of the retention forms and the innovation of the consonant phonemes found in the analysis of the results of the study. In addition, this observation of the BL is oriented to find a member of the linguistic phenomena demonstrated by describing the BL phonology system, explaining the retention and innovation that occurred, and explaining the reflection The PAN protofonem on BL.

To describe the retention and innovation that occurs in BL as well as PAN reflection on BL, it will be referenced as a qualitative method. The qualitative method is a proper method for reconstructing the origins of language and the history of language that is clearly and comprehensively completed (see Mbete, 2010). In addition, Fernandez (2012) also considers that a qualitative method is a mainstay of selected scholars in a variety of Comparative Historical Linguistic (CHL) Research.

Theoretically, the procedure of using this method begins with reconstructing interlingual relations by the way it is based on the inheritance of the highest ranking (PAN) to the lower rank of BL (top-down reconstruction) and Performed deductively. This technique was once also done by Otto Von Dempwolf to reconstruct the relations of Malay languages, Ngaju, Tonga, Samoa, and so on (see Fernandez, 2012). Therefore, the procedure carried out in this small study to prove reflex Protophonem PAN on BL also refers to the technique.

In addition, data of consonant phoneme and lexicon data (list of words) of BL used in this study are primary data and secondary data. The primary Data was obtained from the survey results of the
modified Swadesh vocabulary list. The scoring data is sourced from several BL research report documents, among others titled Siladang by S. Simorangkir directly (1979), a research report titled Morphology and Synthesis of the Siladang by Maruli Butar-Butar (1984); And a dissertation titled Detainment and revitalization of Lubu Siladan by Syahnnan Daulay (2015). In addition, about data Proto (PAN) was obtained from a book written by S.A. Wurm and B. Wilson titled English Finderlist of Reconstructions in Austronesian Languages (1978).

The data of the consonant phoneme and a list of the BL’ words will be used to trace the evidences and correspondence, similarities and changes with the PAN Etymon. The next step is to formulate a PAN protophonem reflex on BL which is observed based on the sound correspondence of the found cognate.

Siladang Language (BL) Phonology

Based on the research results Simorangkir directly, et al. (1979:16), there were 26 BL of phonemes consisting of 7 vocal phonemes and 20 consonant phonemes. In this paper, it will be examined as a consonant phoneme. Thus, the BL consonant is composed of bilabial /p, b, w, m/, consonant labio dental /v/, consonant alveolar/t, d, s, n, l, t/, alveopalatal consonant/c, j, ny/ palatal consonant /y/, consonant velar /k, g, n/, and glottal consonant /?, h/. The distribution of these consonant phonemes can be seen in the diagram below.

<table>
<thead>
<tr>
<th>Ways of articulation</th>
<th>Articulation Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bilabial</td>
</tr>
<tr>
<td>Inhibitory TB</td>
<td>p</td>
</tr>
<tr>
<td>Inhibitory B</td>
<td>b</td>
</tr>
<tr>
<td>Slide TB</td>
<td>s</td>
</tr>
<tr>
<td>Slide B</td>
<td>v</td>
</tr>
<tr>
<td>Nasal TB</td>
<td>m</td>
</tr>
<tr>
<td>Lateral TB</td>
<td>l</td>
</tr>
<tr>
<td>Vibrate TB</td>
<td>r</td>
</tr>
<tr>
<td>Semi Vocal TB</td>
<td>w</td>
</tr>
</tbody>
</table>

Research Result of Reflection Protophonem PAN on BL

The discussion on the reflection of PAN protophonem against BL is always related to the terms of retention and innovation. The meaning of retention is the legacy of the original language that does not change the current language, while innovation is the legacy of the original language that changes the current language. The observation and reconstruction cognate of the device showed that PAN Protophonem experienced both retention and innovation in BL. The reconstruction of the PAN consonant’s protophonem in BL is further established.
1. Retention of consonant protophonem PAN on BL

The consonant fonem that has a retention or legacy retained by BL of the Protofonem PAN until now consists of consonants, /b/, /c/, /d/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /ñ/, /p/, /s/, /t/, /y/. The Data below will be elaborated on that PAN's protofonem retention on BL.

(1) *b > b / #K-

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>'bali?</td>
<td>balik</td>
<td>putar’</td>
</tr>
<tr>
<td>'bêgew</td>
<td>bibijR</td>
<td>bibir’</td>
</tr>
</tbody>
</table>

PAN "b" is experiencing retention at the beginning of the syllable in BL.

(2) *c > c / #K-

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>pcoh</td>
<td>pocah</td>
<td>pecah’</td>
</tr>
<tr>
<td>kañceη</td>
<td>‘kônciη</td>
<td>kencing’</td>
</tr>
</tbody>
</table>

PAN "c" is experiencing retention at the beginning of the syllable in BL.

(3) *d > d / #K-

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>hadap</td>
<td>‘ha(n)d?q</td>
<td>hadap’</td>
</tr>
<tr>
<td>døndøη</td>
<td>‘din dim</td>
<td>dinding’</td>
</tr>
</tbody>
</table>

PAN "d" is experiencing retention at the beginning of the syllable in BL.

(4) *g > g / #K-

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>gading</td>
<td>gadni?</td>
<td>gading’</td>
</tr>
<tr>
<td>tonga?</td>
<td>tanga?</td>
<td>tanga’</td>
</tr>
</tbody>
</table>

PAN "g" undergoes retention at the beginning of the syllable in BL.

(5) *h > h

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>lebah</td>
<td>lboh</td>
<td>lebah’</td>
</tr>
<tr>
<td>hadap</td>
<td>‘ha(n)d?q</td>
<td>hadap’</td>
</tr>
</tbody>
</table>

PAN "h" is experiencing retention at the beginning of the syllable in BL.

(6) *j > j / #K-

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>jari-jari</td>
<td>‘jari?</td>
<td>jari-jari’</td>
</tr>
<tr>
<td>jaga</td>
<td>jaga</td>
<td>jaga’</td>
</tr>
</tbody>
</table>

PAN "j" is experiencing retention at the beginning of the syllable in BL.

(7) *k > k / #K-

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>kering</td>
<td>kawen</td>
<td>kering’</td>
</tr>
<tr>
<td>kawat</td>
<td>‘kawad?</td>
<td>kawat’</td>
</tr>
</tbody>
</table>

PAN "k" is experiencing retention at the beginning of the syllable in BL.

(8) *l > l

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>lintah</td>
<td>lintoq</td>
<td>lintah’</td>
</tr>
<tr>
<td>putar’</td>
<td>‘bali?</td>
<td>putar’</td>
</tr>
</tbody>
</table>

PAN "l" undergoes retention at the beginning of the syllable in BL.

(9) *m > m

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>malam</td>
<td>malam?</td>
<td>malam’</td>
</tr>
<tr>
<td>sampai</td>
<td>sampay</td>
<td>sampai’</td>
</tr>
</tbody>
</table>

PAN "m" experienced retention at the beginning of the syllable in BL.

(10) *n > n

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>nanah</td>
<td>‘nanah</td>
<td>nanah’</td>
</tr>
<tr>
<td>bulan</td>
<td>bulan?</td>
<td>bulan’</td>
</tr>
</tbody>
</table>

PAN "n" experiences retention at the beginning of the syllable in BL.

(11) *? > ? / #K
Based on the observation and reconstruction of the PAN that is maintained in BL and does not undergo changes are

All the above consonants are subjected to retention at all specific positions or positions. The phoneme /b, c, d, h, k, p, s, t, y/ above also have innovations in particular positions. The innovation of consonant phonem is as follows:

*b, *r > w
*d, *k, *p, *t > ?
*s > h
*c > s

2. Innovation Protophoneme PAN Consonant in BL

Observation shows that innovations or changes in PAN consonant phonemes also occur in BL. The innovations that occur in the BL are a partial split, a merger and a split (separation). In order to get a detailed picture of the innovations of the BL consonant, the innovations are ordered below.

**Partial Split Innovation**

This innovation is found in *b > b / #K- and *b > w / -K# dan *r > w

Examples:

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>*sabah</td>
<td>sʰwʰh</td>
<td>sawah</td>
</tr>
<tr>
<td>*rantay</td>
<td>wonte</td>
<td>rantai</td>
</tr>
</tbody>
</table>

In the above rows of data can be found that PAN *b is experiencing retention at the beginning of the penultimate in BL. However, on the other hand, PAN *b also experienced primary innovations to/w/at the beginning of the ultimate. In addition, PAN *r >/w/at all positions in BL. Therefore, a partial split occurs, i.e. PAN *b >/b/, *r >/w/.

**Merger Innovation**
The second innovation is merger innovation. The innovation of the merger found is the consonant *p, t, d, k, /?. Examples of such innovations are as follows.

(1) *p > ?

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>*hasap</td>
<td>haso?</td>
<td>asap'</td>
</tr>
</tbody>
</table>

(2) *t > ?

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>*la?it</td>
<td>la?e?</td>
<td>langit'</td>
</tr>
</tbody>
</table>

(3) *d > ?

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>*bukid</td>
<td>buke?</td>
<td>bukit'</td>
</tr>
</tbody>
</table>

(4) *k > ?

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>*bisk</td>
<td>bese?</td>
<td>bisik'</td>
</tr>
</tbody>
</table>

The innovations of PAN-consonant-type Protofonem *p, *t, *d, *k in the BL occur only at the end of the ultimate syllable and primary.

The innovation of PAN-consonant *D and *d to /d/ in BL

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>*DaDa</td>
<td>dêdê</td>
<td>dada'</td>
</tr>
<tr>
<td>*DukDuk</td>
<td>do?dô</td>
<td>duduk'</td>
</tr>
</tbody>
</table>

The changes of the PAN *D and *d protofonem to/from the above are occurring at the beginning of the syllable, both in the ultimate and penultimate position in the BL and are primary.

Innovation Protofonem Konsonan PAN *h and *s to /h/ in BL

Examples:

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>*hèmbus</td>
<td>hambih</td>
<td>hembus'</td>
</tr>
<tr>
<td>*hasap</td>
<td>haso?</td>
<td>asap'</td>
</tr>
</tbody>
</table>

The PAN Protofonem *h > /h/ experiences retention at the beginning of the penultimate and *s > /s/ at the beginning of the syllable, both ultimate and penultimate. In addition, the two have merged with the phoneme/h/ BL and the change is also primary, which is in the ultimate final position.

Split Innovations

In the foregoing descriptions it has been discovered that the PAN *c protofonem is experiencing retention or maintained as a phoneme/c/in the BL. Nevertheless, this phoneme also experienced innovation to/s/thereby experiencing split. Examples of such innovations can be found in the following descriptions.

<table>
<thead>
<tr>
<th>PAN</th>
<th>BL</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ćrćomin</td>
<td>ćarmin</td>
<td>cermin'</td>
</tr>
<tr>
<td>*paņćur</td>
<td>paņćuw</td>
<td>puncur'</td>
</tr>
</tbody>
</table>

It can be observation that, PAN *c > /c/ have a retention at the beginning of the tribe and experience innovation to/s/ at the beginning of the syllable. The two phonemes innovations are primary in BL. Protofonem PAN *c > /c/ and /s/ experience split in BL.

CONCLUSION

PAN consonant phoneme devices are still retained in the BL. The innovation of PAN consonant fonem is: *b > /w/ ; *t > /w/ ; *c > /c/ and /s/ ; *p, *t, *d, and *k > /?/ ; *D > /d/. The oBLervation and reconstruction show the reflection of the PAN in the BL in the form of retention as well as the innovation of consonant phonemes.

The retention and innovation of PAN consonant phonemes in BL are all primary and the innovation of consonant phonemes occurring in BL is a partial split, merger and split.
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Depdikbud.
Canberra: The Australian National University.
Abstrak

This study examines the effect of think talk write cooperative learning models on ryhmes writing skills by students of the Indonesian Language and Literature Education study program at FKIP UMSU. The purpose of this study were to answer the questions: (1) How the skills to write ryhmes using cooperative learning models think talk write type by students of the Indonesian Literature Education Study Program FKIP UMSU, (2) How to write ryhmes skills using conventional learning models by students FKIP UMSU Indonesian Literature Education Study Program, and (3) Is there an effect of the think talk write cooperative learning model on ryhmes writing skills by students of the Indonesian Literature Education Study Program FKIP UMSU. The method used in this research is experiment. The instrument used to collect data in this study was the essay test. The sample in this study were fourth semester A class students in the morning as an experimental class and Morning B class as a control class. Based on the results of the study, there was a significant difference between the writing skills of the students in the experimental class and the control class. The conclusion of this study is the students' writing skill in the experimental class increased and a significant difference with the control class after being given the treatment of cooperative learning model think talk write type.

Keywords: Cooperative Learning Models Think Talk Write Type, Pantun’s Writing Skills.

INTRODUCTION

The Background of the Problem

The study program of Indonesian language and literature education of FKIP UMSU, besides containing lecture material on language skills, also contains lecture material on literature. In the Indonesian language and literature education study program of FKIP UMSU, students are taught to be able to write pantun properly. Learning to write pantun began to be taught to semester IV students. Students need an understanding of how to write pantun and the requirements for pantun in order to be skilled in writing pantun properly. In addition, students need the ability to express their ideas into pantun.

Writing ryhmes is classified as learning which is difficult for students to master. Based on the results of interviews that have been carried out with lecturers teaching material pantun, states that the ability to write pantun students still have not shown encouraging results. Difficulties faced by students are pouring ideas to make sampiran and content that are not related in each other, besides that students also find in difficult to make cross pantun in accordance with the pantun requirements, namely a-b-a-b. In addition, the lecturer said that the lecturer explained the pantun writing material is well, but the lecturer had not applied an innovative learning model to maximize the students' pantun writing ability, consequently the student's pantun writing ability was still less. The less ability to write pantun students is caused by several factors, namely: (1) lecturers have not implemented a learning model that is suitable for learning to read pantun, (2) many students are passive so it is difficult to understand how to write pantun individually, (3) students have difficulty in finding ideas to make samples that are not interrelated, (4) limited mastery of student diction so that it is difficult for students when making cross pantun, (5) learning resources to write pantun are few so as to make student knowledge limited.
These various things indicate the existence of problems in learning to write pantun, so it needs an effort to overcome the obstacles of student learning in writing pantun. One effort that can be done is to apply innovative learning models so that learning becomes effective and efficient. A learning model is needed that can help students to come up with ideas in writing pantun, activate students when participating in learning, and create a pleasant and meaningful atmosphere for students. The researchers offer a cooperative learning model type Think Talk Write as a solution. Cooperative learning model Think Talk Write type is a learning model that is applied cooperatively, namely in the form of small groups that aim for students to work together in learning. The need for learning in the form of groups because individually students find it difficult to understand the material how to write rhymes so that with cooperative learning students are expected to help each other understand the material and complete the task of writing pantun. The statement is in line with the opinion of Isjoni (2010: 8), in the case of implementing cooperative learning every group member helps each other so that all members are able to understand the material and can complete the task well.

Cooperative learning model type Think Talk Write also aims to train students to think critically in responding to problems, then dare to convey the results of their thoughts, then write the results of their understanding. This learning model is a learning model that can train students to convey their ideas in oral and written form. Based on the problems outlined above, the researcher is interested in conducting a study entitled "The Effect of Think Talk Write Cooperative Learning Model on Pantun Writing Skills by Students of the Indonesian Literature Education Study Program FKIP UMSU".

Research Methods
This research is using experimental method. The population of this research is all fourth semester students of the Indonesian Language and Literature Education Study Program FKIP UMSU. The sample in this study was the fourth semester students of class A morning as the experimental class and morning class B as the control class. The instrument used to collect data in this study was the essay test. The object of this research is the Effect of Think Talk Write Cooperative Learning Model on Pantun Writing Skills by Indonesian Language and Literature Education Study Program Students in FKIP UMSU. The research design used was posttest-only control design. The location of the study was conducted in the Lecture Room of the Teaching and Education Faculty of Muhammadiyah University of North Sumatra Jalan Mukhtar Basri Number 3 Medan. Time of research was conducted in the Academic Year 2019-2020.

Literature Review: Cooperative Learning Model Type Think Talk Write
Cooperative learning model is a learning model in the form of groups. In this learning students are expected to be able to understand the material through the help of their friends, so that each student will help each other and work together in completing the given task. Isjoni (2010: 20) defines cooperative learning as a teaching approach in which the implementation of students works together in small learning groups to complete individual or group assignments given by educators. Cooperative learning model type Tihink Talk Write (TTW) according to Hamdayana (2014: 217) is a learning that begins with the process of thinking through reading material (listening, criticizing, and alternative solutions), then the reading results are communicated with presentations, discussions, and finally the students made a presentation report.

Related to this opinion, Shoimin (2014: 213) defines the cooperative learning model Think Talk Write (TTW) type as a careful planning and action regarding to learning activities, namely through the activities of thinking (thinking), talking / discussing, exchanging opinions (talk), and write the results of the discussion (write) so that the expected competition is achieved. The core of the cooperative learning model type Think Talk Write (TTW) there are three, namely thinking, speaking, and writing. Based on the opinions of the experts above, it can be concluded that the cooperative learning model Think Talk Write (TTW) is learning in the form of groups whose activities include the process of thinking (think), talk (talk), and write (write).

The steps for implementing the Think Talk Write (TTW) cooperative learning model according to Yamin and Ansari (2012: 90) are as follows:
1) The lecturer divides the student activity sheet which contains open ended problem situations and the instructions and procedures for their implementation.
2) Students read the text and make notes of the reading results individually, to be taken to the discussion forum (think).
3) Students interact and collaborate with friends to discuss the contents of the notes (talk) while the teacher only acts as a mediator of the learning environment.
4) Students construct their own knowledge as a result of collaboration (write).

The Results of Research and Discussion

After conducting research on the Effect of cooperative learning model of think talk write type on Pantun Writing Skills by Students of Indonesian Language and Literature Education Study Program at FKIP UMSU, the following results are obtained:

1. Description score of pantun writing skills using cooperative learning model of think talk write type
   The first step which conducted by researcher is to look for the raw score of each student who is treated cooperative learning model type think talk write. The highest score of students who are taught with the cooperative learning model type think talk write is 19 and the lowest is 15. It is known that the average value of learning to read rhymes is 91. This means that pantun writing skills are taught using cooperative learning models of think talk write type at very good levels. Therefore, the cooperative learning model of think talk write type is one type of teaching and learning strategy that is suitable for pantun writing lecture material.

2. Description score of pantun writing skills using conventional learning model
   Researchers looking for a raw score for each student who was treated with a conventional learning model. The highest score of students taught with conventional learning models is 18 and the lowest score is 9. It is known that the average score of learning outcomes in pantun is 65.20. This means that the pantun writing skills are taught using conventional learning models at a low level.

Based on the analysis of the pantun writing test scores for the fourth semester students of Indonesian Language and Literature Education FKIP UMSU which has been divided into two classes namely the experimental class and the control class shows that the two classes are homogeneous. It states that the data have a normal distribution and have variants that are not significantly different. Initial conditions indicate that students are still in the same condition before being given treatment. The experimental class group that was treated using the think talk write cooperative learning model and the control class group that was treated with the conventional learning model that lecturers normally do in learning activities. After being treated in the experimental class group and the control class group the rhyme writing skills test was performed. Learning with cooperative learning model type of think talk write that has been done can motivate students to write pantun so that students are able to develop ideas, creative ideas and able to write pantun.

The control class group uses conventional learning models in learning activities. The use of conventional learning models causes the role of lecturers to be more active than students because lecturers tend to convey more material so students make lecturers as information centers in learning. The activeness of students in the learning process becomes ineffective because this learning model is centered only on lecturers. The lecturer explains the material, prepares and manages the teaching material and then conveys information related to the teaching material to students. The results showed that the poem writing skills in the experimental class were better than the control class students. The difference in the results of the pantun writing skills test is because the experimental class group is given treatment through the cooperative learning model think talk write type, which is group building mutual ideas and ideas to find solutions to the obstacles to write pantun.

Based on the results of research conducted, it can be concluded that student learning outcomes using cooperative learning models of think talk write type are better than using conventional learning models. This can be seen from the average value of students' pantun writing skills in the experimental class using cooperative learning models think talk write type is 91. Meanwhile, the average value of students' ability to write pantun in the control class using conventional learning methods is 65.20. In other words, the average value obtained in the experimental class when compared with the control class is (91 > 65.20). In other words, the use of think talk write cooperative learning model has a real and better positive impact on the writing skills of the fourth semester students of Indonesian Language and Literature Education FKIP UMSU.

Conclusion
The use of cooperative learning models think talk write types can affect student skills in pantun writing. This is marked by a higher average value in the experimental class, so it can be concluded that the use of cooperative learning models think talk write type has a real and better influence on the ability to write pantun. Based on the research conducted, the cooperative learning model of think talk write can be recommended in the teaching and learning process at universities, especially in the Indonesian language and literature education study program in the discussion of pantun. Giving assignments on how to write pantun using cooperative learning models think talk write types can be an additional learning model for lecturers to improve learning outcomes and student motivation in learning languages and literature, especially pantun writing.

References


THE DEVELOPMENT OF DIGITAL SLIMS TECHNOLOGY IN LIBRARY OF SMK NEGERI 1 BERINGIN AS A TRANSFORMATION OF 21st CENTURY SCHOOL

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Abstract

This activity is based on many school libraries that still need more attention in increasing literacy for the world of education. The object of this activity is the Vocational School 1 Beringin located in Kuala Namu Airport in Deli Serdang Regency, North Sumatra. Vocational schools have more value than public schools, this is the reason why researchers choose the object of SMK Negeri 1 Beringin because they rely more on open learning experiences / practices in developing skills and thinking about performance in an occupation, so as to gain full understanding and initiative in solving problems. The development of Slims digital technology at SMK Negeri 1 Beringin aims to make it easier for all school stakeholders, especially students to find information related to their vocational skills and knowledge, when the student enters the library then this digital Slims will help him explore his curiosity at the information he wants to know immediately. In fact, not only in terms of reading literacy that is obtained, but information on library collections at the school can be reached easily and there is a growing sense of wanting students to be diligent in the library. Therefore, through this activity the Development of Digital Slims in the Vocational School 1 Beringin School Library, it is expected that students and stakeholders in addition to increasing information literacy, especially reading, will also follow the transformation of the 21st century era today and later.

Keywords: Development, Library, Digital Slims, Schools

INTRODUCTION

The Advances in information of technology and the internet today have resulted in abundant digital information resources. Everyone is free to enter information in a world without restrictions. The current condition of students, especially high school students, especially vocational, is very dependent on search engines like Google in finding information. This term is called digital native which means that the young generation currently lives in the digital era, that is, the internet is a part of their daily lives. (Kurnianingsih, Rosini, & Ismayati, 2017)

Efforts to achieve this sophistication in order to remain in the school environment, requiring a library as an information management institution is one of the rapidly developing fields of information technology application. This development can be seen from the types of libraries that are always related to technology, starting with manual libraries, automated libraries and digital libraries or cyber libraries. (Astuti, 2013a)

This is in line with the statement of Lasa (2009: 13) that, "The existence of a school library is expected to be able to function as an educational medium for learning, simple research, utilization of technology, information, alternative classes and sources of information," and the information center, the library must be supported by devices that can facilitate the search for information needed. (Astuti, 2013b)

The breakthrough to support these tools is also due to the use of information technology that provides benefits for libraries, namely making library service work more effective and efficient and can improve the quality of library services. (Snapp, Issn, & Dengan, 2009)
In order to provide services to users, the implementation of this activity intends to carry out the development of digital libraries of SMK Negeri 1 Beringin schools in order to assist the routine operational work of library managers and subject study teachers who are asked to manage the library through digital automation functions, at the school. So that the library management process is more effective and efficient. The library's digital automation function focuses on how to control the service administration system automatically or computerized. Whereas users can help find the desired source of information by using an on-line catalog that can be accessed through the internet digitizing SLiMS, so that information can be done whenever and wherever it is.

Meanwhile, Zainal A. Hasibuan (2005) said that digital library or digital library system is a concept of using the internet and information technology in library management. While Ismail Fahmi (2004) said that a digital library is a system consisting of hardware, software, electronic collections, management staff, users, organizations, work mechanisms, and services by utilizing various types of information technology. (Dana, Samosir, & Widiyasa, 2008)

It also agrees from Oppenheim and Smitshon, 1999 from (Hartinah, 2009) that, a digital library is an information service where all sources of information are available / processed on a computer and the functions of acquisition / retrieval, storage, retrieval, access and display using technology digital.

This Digital Library is designed and developed using MySql Server 2000 and Microsoft Visual Studio. Net. As well as tools that help in image design, Adobe Photoshop Photoshop CS2. This Digital Library can be accessed for users who have an internet connection, because the Digital Library application runs in the internet network (Dana et al., 2008).

![DIGILIB Library collection search with Acacia SLiMS](image.jpg)

Where this initial appearance the user enters a reference search that he wants to find in the school library collection. Digital library collections require a significant cost because to digitize a document from a printed form into a digital form requires several stages. First, scanning, namely changing from the form print to digital form. Second editing, namely editing data that has been converted into digital form and then ready to be presented to users. In the editing process security is also provided so that it cannot be changed by the user. As an example in the collection, theses, theses and dissertations need to be given security so that copyright remains on the author. It is also necessary to have a computer that has a high enough performance as a means to store and serve users in accessing digital collections.
We use this worksheet picture based on the source of the National Library of the Republic of Indonesia in 2011 that, to include the concept, the subject header. The relationship between concepts that exist in the index language and classification numbers. Typical subject typing techniques can use bold or capital letters to distinguish from other headlines. (Kangko, 2016)

The display in these images is useful as Arms followed in Achmad, 2006 from Hartono, (2017) is as follows: (1) Digital libraries bring libraries to users, (2) computers can be used to access and browse (browsing). (3) the information can be used together (sharring). (4) existing information is easy to update (updated), (5) information is always available throughout the day, all time, for life and allows for new forms of information.

In every activity of implementing the digital library development of the SMPN Negeri 1 Beringin school, the main supporters needed to ensure success. One of them is planning (planning) in which the objectives of each activity are already contained, the size of the achievements, the form of the program. In the planning also stated when each goal must be achieved. Another major supporter is the human resources manager of the library (School Principals, librarians, field study teachers, program design technical staff) who know each other's roles so that they will be willing to be responsible for the success or failure / delay in achieving goals.

So, this activity is mainly useful for the character of the students themselves in the Vocational High School 1 Beringin namely as supporting high initiatives for students required strong collaboration with senior officials of Vocational High School 1 Beringin. This is because the development of a library must be based on the policies of the penung institutions, except if the library is independent.

1. **Implementation of Methodology**

   Based on field conditions, there are a number of implementations in the library of SMK Negeri 1 Beringin:

   1. Designing the Digital Slims Program
   2. Disseminating digitalization program through the Principal of Vocational School 1 Beringin.
   3. Assistance in the Banyan 1 State Vocational School Library.
These implementation activities can be seen in Figures 3 and 4 below.

![Figure 3](image1.png)

Picture 3. The Chairperson and activity implementing staff planned and prepared a number of Slims programmer tools at the Beringin Vocational School Library

![Figure 4](image2.png)

Picture 4. The Chairperson conducts coaching to the leaders of the Vocational School 1 Beringin

2. Results and Discussion
   The things that need to be done before starting the digital development of Slims are as follows:
   1. Identify the location of the Vocational School 1 Banyan library that will be used in the digital development of Slims.
2. MoU Collaboration with Banyan 1 Public Vocational Schools and MoU Library were conducted.

3. The organizer of the activity conducted a survey of the location in the library of SMK Negeri 1 Beringin, in order to organize the library space and to decorate the computerized digital Slims to make it easier for visitors to use when entering the library room.

4. Designing Digital Slims at the SMK 1 Beringin Library
5. Launching of Digital Slims at the Beringin Public Vocational School Library. Students use the Digital Library to find books they want to read.

Barcode untuk menginput kartu siswa yang mengunjungi Perpu

The computer that facilitates digital libraries to access the internet in finding collections stored in the Vocational School 1 Beringin Library

3. Evaluation
Criteria and indicators of success of the implementation of the Development of the Digital Library in the Library of SMK Negeri 1 Beringin are shown by:
1. There is convenience for students to find the desired book information, even without having to go to the library by using technology such as mobile phones and open digital library links to the library of the State Vocational School 1 Beringin. After students find the book they are looking for by accessing it using a digital library, the student can directly come to the Vocational School 1 Beringin Library. This is one of the actions that can be done in certain situations and circumstances.
2. There has been an increase in the collection of books in the Library of the State Vocational School 1 Beringin.
3. The library manager is no longer difficult to recapitalize the collection of library data and record the classification of labeling numbering on books in the Vocational High School 1 Beringin Library.
Conclusion

Community Service Activities in the Development of Digital Slims Technology in SMK Negeri 1 Beringin School Library, hopefully can support the performance towards the 21st century dimension. The need to realize that to advance education, appropriate technology is needed to utilize the library to become the main source of learning. Not only a diverse collection, but utilizing the collection to be a million benefits, not only displayed on a bookshelf, but spread in the mastery of students’ insights at school.

Digital Library seeks to develop at SMK 1 Beringin to improve the quality of library services. Information literacy that is created can trigger librarians to be more innovative and creative in getting around the scope of existing collection content. Coverage of collections that do not yet exist must also be identified to be immediately found as additional collections, so that students can be more comfortable and satisfied to carry out the learning process.

4. References


THE USE OF INTERNET AS LEARNING MEDIA TO MASTER ENGLISH AS A FOREIGN LANGUAGE BY STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM UNIVERSITAS POTENSI UTAMA

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ABSTRACT

Internet has been used globally in almost every aspects of life. It helps people to do better and faster. Especially in education, internet is known as the golden key to intelligence. Not only as learning media in the classroom, it even can be useful for self-learning. On internet, English is used as a tool of communication; language of the instructions and language of the users. Considering the growth of its use in Indonesia, it is interesting to analyze how internet helps students master English. This study uses qualitative method to analyze the use of internet as learning media to master English as a foreign language by students of English Education Study Program Universitas Potensi Utama. It is to help students be aware of the technology in their hands and to use it wisely. Specifically, their involvement in social media applications is fascinating to be discussed. Their opinion about internet is also needed to map the use of internet itself. The result of this study shows that internet is used as entertainment and learning media by the students. The fact that internet offers an unlimited access to knowledge is utilized by most of them. The most used application they use to learn English is dictionary and social media.

Keywords: Internet, Learning Media, English Mastery

INTRODUCTION

As a foreign language taught everywhere, English is still mastered by a few Indonesian. It can be proven from the fact that English is one of difficult subjects in schools and even colleges. Many students tend to avoid this subject and stressed with the material. Fortunately, since English comes in almost all aspects in life, it becomes more familiar to people. Specifically, English is the language used widely related to technology. It is the language of instruction that is used in almost all devices.

Students may be familiar with internet and almost everything in it, but they rarely use it as a learning tool. They tend to use it to waste time searching for unimportant thing only to entertain them. Some posts go viral as they are reached attention by a super large number of people. There are watched, read, commented, shared, liked, twitted, reposted, and another activity related to social media. In relation to education, the use of internet is still in bad condition. For this, students have to be encouraged to use internet as wise as possible to improve their knowledge.

The fact that English seems as the language of internet will be specifically beneficial for students of English department. Internet should be helpful for them to master the language. Therefore, this study was conducted due to the widely use of internet among students. The problem occurs because English is still difficult for most of them in case they can use internet as learning media. This paper is intended to analyze the use of internet as learning media based on questionnaires answered by students of English Education Study Program Universitas Potensi Utama.

Unfortunately, many people use internet including everything comes with it only for entertainment. They use it just for fun. In case they use it wisely, it can be very valuable for their life. It can be beneficial for the development of learning or the improvement of work performance. Generally, it also can be beneficial for other aspects of life. Like wise with students and other educated people such as lecturers where some of them still use the internet for unscientific purposes. Some
educated people even use it for negative things that should not be done by an educated person. Responding to this, researchers felt the need to conduct this research with the intention of mapping internet usage among students to then direct them to be wiser in using it. Sometimes, some teachers and lecturers include the use of internet in their teaching process. They also guide students to use it for their private learning whether to do homework or to improve their skill of certain field. Of course the aim is that they use it for things that can support their learning. Not the vice versa that interfere their learning, or even their character. The existence of internet that which seems like two blades is expected to have a positive impact on the character and students’ achievement.

This paper is intended to show that despite of its temptation to waste time on useless stuffs, internet can be beneficial in learning English. It is also aimed to measure students’ activity while dealing with internet. The result of this study is expected to motivate students to use internet wisely, specifically to figure out language applications they can use. Furthermore, this paper figures out how internet helps students of English Education Study Program Universitas Potensi Utama improve their English.

REVIEW OF LITERATURE

Internet as a Learning Media

English language learners’ experience with technology can vary greatly from one student to the other. Most students have been very familiar with a computer. Others may be doing all of the troubleshooting. Online learning provides savings in travel costs of instructors, can optimize the time of instructors and students, and allows access to remote knowledge and facilities. There are many applications to be used to help improve learning teaching process. It even can be used to learn autodidact. It is proven that learning through internet can be as successful as learning in school or even better. Thus, learning in school which is facilitated by internet will be much better. Internet is considered as an unlimited resource for almost everything.

Embracing the power of internet, and sharing of knowledge, many universities have jumped the wagon and offered full-fledged university-level courses online. Coley (2006) differentiates between three types of cyber communities. First, there are social networks such as Facebook and MySpace where young people make their profiles with private information, revealing it to their “cyber friends.” The main purpose of social networks is making new friendships or to maintain those that already existed. The second type of cyber community is a chat system that includes instant messaging (IM). The third type is blogs, personal websites with frequently-updated observations, news, commentaries, and recommended links (Coley, 2006).

If the internet-based course is structured properly, it can build in lots of flexibility for students to learn in a way that suits their needs, and provides fast and individualized support from academic tutors, where they are treated as an individual, rather than as just one face in a crowd. Learning programs are designed very much with these things in mind. From an educational standpoint, learners have wider choice in what, when, and how to learn. There is more freedom to explore alternative pathways to learning. Also, this kind of learning encourages interdisciplinary by introducing people with shared interests coming from very diverse backgrounds.

P. Merrill (1996) and A. Barron and G. Orwig (1995) state that internet is a large source of reference materials where the data are required for all types of educational activities. It can be for direct studying or learning, for the management of educational systems and in scientific and methodical work. Similar to that, R. Owston (1997) defines internet as a truly open technology. It allows users with any hardware and software to derive the necessary information from the network. Furthermore, it can be derived independently from the location of data and knowledge bases. He then states that internet cannot improve the quality of teaching, since it is only other environment intermediary. For that, G. Solomon (1991) considers that the use of the world telecommunication network does not contribute to shape education. There is no need for displacement from the workplace or home to attend the learning session. Discrimination regarding gender, citizenship, cultural origin, is avoided. A synchronicity ensures better integration of the learning process to other activities. Some topics covered by online education are not taught at local universities. Nomadic instruction helps to overcome scheduling problems of traveling instructors. Wherever they were, instructors usually found on internet access could still respond to WhatsApp, and classes were given from conference sites.
Computer is still restricted to fraction of the world’s population. Otherwise, its use (and the internet’s) in education, especially in teaching English, continues to increase at an extraordinary speed. Almost any website has potential for students of English Department. They can go and visit a virtual museum for a project on history or science. They can go to a website which offers information and song lyrics from their favorite rock group and they can access timetables, geographical information, and weather facts. There are also a number of sites designed especially for students of English as foreign language where they can exchange emails, do exercises, and browse around reading different texts, playing games, or doing exercises.

**English as a Foreign Language**

English as the language of science, including computer, is used widely on internet. Although it is used everywhere, but it is still a foreign language for Indonesian. They may be familiar with it when dealing with internet and all the stuff, but it is still difficult for them to comprehend. In fact, it is even difficult for English major students to master it. They may be familiar with the language, where they always deal with it in daily basis. But still, they face many problems mastering the language. Even though, they can use internet to improve their English.

Dealing with foreign language as an adult may be very different from the baby’s acquisition of a mother tongue. For that, many methodologists supposed that Behaviourist principles could still be applied. Harmer (1998:69) even describes the Behaviourist theory as where conditioning is the result of a three-stage procedure: stimulus, response, and reinforcement. To be clear, as an example, in a classic experiment, when a light goes on (stimulus) a rat goes up to a bar and presses it (the response) and is rewarded by the dropping of a tasty food pellet at its feet (the reinforcement). If this procedure is repeated often enough, the arrival of the food pellet as a reward reinforces the rat’s actions to such an extent that it will always press the bar when the light comes on. It has learnt a new behaviour in other words.

A major issue in language learning theory has been whether traditional techniques normally associated with language teaching—drills, repetition, controlled practice of specific language items, etc.—actually have any beneficial effect. Indeed, in educational theory generally, there has been some argument about whether teaching ‘works’ at all. Educational theorist Ivan Illich even questioned the whole purpose of formal education. His book *Deschooling Society* indicates that he had a very bleak view of what happens in classrooms. He suggested that the more input we are exposed to, the more we learn. Furthermore, measuring knowledge with tests and grades is a delusion. Harmer (1998:70) states the original word of Illich that he states in his book, “In fact, learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting” (Illich, 1972:56). Furthermore, Harmer argues that all that anybody needs to learn a new language are those three elements: exposure, motivation, and opportunities for use. No doubt, motivation is one thing for sure that everyone should have to master any language. Teacher/lecturer, subject and whatever outside are only additional to their success. What they have inside, that is motivation and courage, is what matters about their improvement.

Motivation has an important role dealing with foreign language acquisition, especially for adult. The importance of motivation is illustrated by the work of Gardner and Lambert (for example, 1959, 1972), as mentioned in Pavio (1981:304) which emphasized the role of specific language-related attitudes and motives. These factors encompassed the learner’s reactions to both the target language and the speakers of that language. Originally, Gardner and Lambert distinguished between *integrative* and *instrumental* motives.

The integrative motive referred to the degree to which the individual wanted to learn the target language because of a desire to get close to or become a member of the target group. Thus individuals scoring high on the integrative motive indicate that they study the target language “to learn more about the group”, “to be able to think and act like the group”, and so on. Instrumental orientation, on the other hand, referred to interests based on the utility of learning the new language, as indicated by endorsement of such statement as “it will make me a better educated person” or “it will be useful in my job” (Paivio, 1981:304).
Generally, the higher the individuals’ integrative motive, the better they learned the second language. The instrumental motive was less predictive of success in the initial studies, although in later ones it sometimes emerged as a relevant predictor, particularly in settings in which the second language had special economic and practical significance (Gardner & Lambert, 1959) (Paivio, 1981:304-305).

Our competence in foreign language depends on whether, and to what extent, the rules we have been taught are equivalent to those that speakers of the foreign language acquired naturally (Katz, 1966:103). Some define a bilingual as one who has equal ability in two languages. Others apply the label to anyone who has even a smarter-ing of knowledge of a second language. Still others refer to degrees of bilingualism, perhaps crudely differentiated as dominant and less dominant (or strong and weak) languages or more finely differentiated by some measure of linguistic ability (Paivio, 1981:289).

Clark (2003:1) stated that language calls for an intricate web of skills we usually take for granted. It is an integral part of everyday life that we rely on to convey wants and needs, thoughts, concerns, and plans. She concluded that using language seems as natural as breathing or walking. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot” (Harmer, 2003:269). This is in line with Harmer (1998:96) who said that speaking activities perform an Activate rather than a Study function.

Language is used for many purposes, including communication of intentions to others, thinking, solving problems, indicating facts, expressing feelings, and so on (Paivio, 1981:7). To describe a language is to formulate the rules which are internalized by speakers when they learn the language and applied in speaking and understanding it (Rosenberg, 1971:126).

In contrast to children’s acquisition, when “new language are taken up for the first time in the second decade of life, it is difficult, though not impossible, to achieve a good result. It is difficult because it is unphysiological.” Paivio (1981:301) said that Penfield’s physiological hypothesis was that the brain of the child up to the age of about twelve years is plastic but that the brain of the adult is “stiff and rigid” as far as language learning is concerned. Fortunately, language acquisition in adult can be helped by environment, in this case is through internet which is spread widely and almost free.

One of the real advantages of the internet is that teachers/lecturers and students can have access to ‘authentic’ English wherever they are. Space seems not the problem anymore since internet links everyone in every place as near as possible. There are reading materials available and, increasingly, there are audio and video sites too where music, news, and film can be listened to, though the downloading and/or classroom use of any such material will depend upon the copyright restrictions attached to it.

Some teachers plan whole lessons around the internet. In her book on internet use Dede Teeler gives a number of such sequences including designing a lesson around students visiting a teenage advice website, or getting students to make their own newspapers and using a website for that purpose (Teeler 2000: chapter 5). We could also ask students to look at a number of different newspaper websites from Britain or the USA (for example) to compare which stories they think are the most important and how those stories are told. We may get them to look up film reviews to make a class choice about which one to see, or download song lyrics which they can then put blanks in to ‘test’ their colleagues. The potential is almost literally endless; training students to use that potential sensibly will be of great benefit to them, especially if and when they wish to continue studying on their own.

RESEARCH METHOD

This research was conducted by applying descriptive qualitative design to explain the use of internet as learning media to master English as a foreign language. Bogdan and Biklen (1992) describe that qualitative is descriptive, where data is form of words or picture rather than numbers. In addition, Ary (2010) states that qualitative research focuses on understanding social phenomena from the perspective of the human participant in natural setting.
The type of this research was content analysis. Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material (Ary, 2010). Furthermore, Krippendoff (1980) states that content analysis is defined as systemic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding.

The subject of this research was students of English Education Study Program Universitas Potensi Utama (27 students). The reason of choosing them as subject of this study is relevance for they have Teaching English as a Foreign Language (TEFL) subject. The data of this research were obtained by using the naturalistic method by direct observation, interview and taking note. In collecting the data, the researcher share questionnaire to the students. The questionnaire covers their behavior, attitudes and opinions about the use of internet as learning media. The study was done by analyzing the questionnaire.

**LEARNING ENGLISH THROUGH INTERNET**

From the questionnaire, it is found that using internet as learning media is familiar for students of English Education Study Program Universitas Potensi Utama. The students seemed to be highly motivated and looked forward to learn with internet access. The data show that all students have positive activities on internet. They argued that they were highly motivated to learn through internet. The data reveal that using internet in English class can highly boost their motivation. Furthermore, it stimulates the students to practice their listening, speaking, reading and writing skills in joyful way. Moreover, it increases students’ knowledge on their subject matters.

Specifically, internet is the greatest potential for the computer as a reference tool. It works by accessing directories and search engines such as Alta Vista, Google, and Hotbot. Through the search engines, users can look for information on almost about any subject. However, those search engines may offer the irrelevant materials that lead to wasting time on useless activity.

That’s why when lecturers encourage students to use search engines to find information on the internet, they should prepare the ground beforehand. It is by suggesting search methods and/or narrowing down the focus of the enquiry. So that students do not waste a whole class period searching the irrelevant. Moreover, it is to avoid them of becoming distracted by what they find there, and thus lose sight of the original task. The use of internet in teaching and learning English might contribute positive result. Below are online activities done frequently by the students.

1. **Reading Article on Google**
   With reference to students’ questionnaire, this activity is done by all students. Reading article on search engine, especially on Google, is the basic activity they do on internet. Related to learning English, there are many articles to read. The article may come in English or in another language, included Bahasa Indonesia. Google is one of search engines on internet. We can use it to search whatever we want only by typing one or more words about it. Internet through Google or another search engine allows us to find whatever knowledge and to master it as well.

2. **Watching Video on Youtube**
   Watching video on Youtube seems to be the most popular activity on internet. It is another search engine that offers a large number of videos. Almost all things can be found easily on Youtube, from the frivolous to the fabulous. Mastering certain skill can be fun and free through this platform. Some people even leave television and move to watching videos on Youtube. The fact that viewer can always choose what to watch is interesting compared to the interaction with television.

3. **Listening to Audio Material**
   Internet offers various platforms, including picture, writing, video, and audio. As life becomes busier and busier, audio tends to be more likeable, since it can be enjoyed while doing another activity. Then comes audible (audio version of books), podcast (audio version of any topics), and another applications offer the same thing. The data shows that few students listen to audio material on internet as part of their learning journey.

4. **Analyzing Social Media**
   Social media is the most popular and used application by the students. Interestingly, they can use it as a media to learn English as it is to connect people all around the globe. It erases the space among people living in different city even country. There are many social media applications that
students get involved in, such as Instagram, WhatsApp, Twitter, Snapchat, and Facebook. It includes posting, discussing in the group, reading caption/message and responding. Even Youtube and Google provide comment section that can be used to share some opinion. In this case, the benefit is absolutely to practice English through writing.

5. Joining Online Application

Joining online application is another activity we can do to gain knowledge and information on internet. There are many applications can be chosen, including the free ones. This activity is still unfamiliar for the students as none of them join online application. It is considered as the complicated one that they are not interested in doing so.

6. Producing in English, such as making audio, video, or writing

Almost all students have social media. Often, one has more than one social media and is active in all platforms. Dealing with that social platform, everyone who has an account can post and share through it. The post may be in the form of picture, writing, audio, or video. More than posting, everyone can also respond to anyone’s post freely. The easiness of having connection with others offers incredible opportunity of learning. Especially dealing with communication, that is language learning, students of English department can learn even practice more through the platform.

CONCLUSION AND SUGGESTION

After concerning on the data found, there are some conclusions of this paper as follows.

1. Internet can be used to help students of English Education Study Program Universitas Potensi Utama master English.
2. Students need to be guided using it wisely to avoid wasting time or even doing negative things.
3. Learning through internet can boost students’ motivation as they find it fun and interesting. They sometimes do not assume it as learning process.
4. Both students and lecturers can use internet to improve their English, especially dealing with teaching learning process.

Then, the suggestions of this paper are in the following.

1. It is expected that internet with all the easiness and unlimited information it offers will be beneficial for students to master English even to improve their mastery.
2. It is necessary that lecturers provide proportional assistance toward students in the use of internet through some language applications available.
3. Planned internet use or internet-based learning also needs to be developed to facilitate the teaching learning process for students of English Education Study Program Universitas Potensi Utama.

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APPLICATION OF CABARET PERFORMANCE MANAGEMENT BY STUDENTS

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ABSTRACT
The purpose of this paper is to find a new strategy in the course of performance management at the student of Indonesian Literary and Literature Department of Indonesia FBS Unimed. Literary students are not only required to create literary works and understand literary sciences but also be able to compete in the creative industry. Therefore, students are required to master the concept and performance management applications. In this paper will be shown how students are able to practice performance management that starts from the preparation of the manuscript, the selection of actors, exercises, formation of committee, fundraising, promotion, ticket sales, to the performance. The method used in this paper is a qualitative descriptive. Variable Data on this research analysis to find out the barriers and successes in the cabaret staging. The results showed that students should be able to establish partnerships to support the success of the show.

Keywords: management, performances, cabaret, literature

INTRODUCTION
Performing arts, according to Achsan Permas, are traditional and modern organizations in the form of dance, theater, music and sound art groups that display their works commercially or non-commercially for a spectacle or other purpose. One of the popular art performances of literature students is a cabaret. Cabaret is an art performance or performance that comes from the western world where there is usually entertainment in the form of music, comedy, and often plays or dances.

The success in a performance that is carried out cannot be separated from the hard work of all members and good management in every field. Learning about performing arts management for students is done through hands-on practice, which is to perform a cabaret performance to see how students can manage their art performances.

Performance management can be interpreted as the process of planning and making decisions, organizing, leading, and controlling the human, financial, physical, and information resources related to the show so that the show can be carried out smoothly and organized. Management will assist the performing arts organization in fulfilling its hopes of producing maximum work. In this performance activity students focus on preparing what drama will be staged. Presenting performances of literary works require a design that leads to various preparations with the needs of the performance itself.

Literature staging preparation certainly requires adequate process and time. In the implementation of this cabaret performance, it does not only require abilities in an artistic sense but also requires managerial skills to be able to manage its resources effectively and efficiently. Each organization or in this case is a committee whose members are students of Indonesian Literature must have a plan to achieve its objectives. Without a plan, the organization will not be able to run effectively. Organizations cannot stand alone, but rather are in an interrelated and interdependent environment. The organization must have a manager or leader who is responsible and directs the course of the organization (Permas, 2003: 24).

Management is needed by all organizations because without management all efforts will be in vain and the achievement of goals will be difficult. Three main reasons for management are needed first so that people or groups of people can work more effectively, so they can work in such a way that all the resources they have, such as funds, energy, equipment, and methods can be put to good use. Second, to achieve goals and maintain a balance between conflicting goals. Third, to achieve efficiency and effectiveness (Suganda, 2002:13).
Management as the basis for managing a performing arts organization has very crucial competencies in determining the pace and direction of development of performing arts. In general, the management feels very easy, but in its implementation, it requires very complicated handling, special attention is needed and more emphasis is on empirical experience to be a source in carrying out and at the same time determining the success of the production of art in proportion. In performing arts management several members have their respective duties and functions by their fields.

Artistic management is the people who have the skills and expertise in the field of art, including director, screenwriter, player, musician, stage stylist, light technician, sound technician, fashion makeup artist, and property. The non-artistic supporters are people who work outside the field of art, such as the head of production, secretarial, finance, public relations, transportation, accommodation, and equipment. (Jazuli, dalam Haryono Penerapan Manajemen Seni Pertunjukan pada Teater Koma, 2015).

Several similar studies have been conducted before, including, Haryono (2005) with the title "Penerapan Manajemen Seni Pertunjukan pada Teater Koma” discusses the management system at the Koma Theater which is one of the creative and productive theater arts communities in Indonesia by always looking for forms innovation that is always done, and hard work from all members. Then Astrini in her thesis entitled “Manajemen Pertunjukan Dalam Pagelaran Tari Kreasi Siswa Kelas XII di SMA Negeri 1 Kotagajah Lampung Tengah” stated that the planning in this performance could be realized well all forms and series of events related to the activities could be carried out according to plan. The actuating of the Class XII Student Creative Dance Performance was run smoothly, various series of events had been carried out and a few technical problems could be resolved well.

Seeing from research that has been done before, the management of this show cannot only be studied in theory without direct practice. For that, we need to see how students apply performance management from what they have learned previously in the cabaret performance “Gomgom Rindu Kampung”.

**RESEARCH METHOD**

The method used in this research is a qualitative descriptive approach. Qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior (Bogdan dan Taylor dalam Sumaryanto 2010: 74). Descriptive presentation method is a research report preparation that presents the data by conducting an analysis of the object under study (Raco dalam Hamzah 2014: 11).

**RESULTS AND DISCUSSION**

**Cabaret Show**

Cabaret is an art performance or performance originating from the western world where there is usually entertainment in the form of music, comedy, and often plays or dances. The term “cabaret” comes from a French word for a bar or café room, the place where this form of entertainment was born, as a more artistic form than café-chantant. This word comes from the Middle Dutch word cabret, through the ancient North French camberette, from the late Latin word camera. And in essence, this word means "small space". Meanwhile, according to the KBBI Cabaret is an entertainment show in the form of songs, dances and so on.

The main difference between cabaret and other shows is where the show takes place in a restaurant or nightclub with a stage and the audience sitting around tables (often while eating and drinking) and watching the show. The place itself is often called "cabaret". At the turn of the 20th century, there was a big change in cabaret culture. Cabaret shows can vary from political satire to light entertainment, each introduced by a master of ceremonies (MC). But now Cabaret especially in Indonesia has developed and is more sophisticated. Cabaret is not only staged in the cafes, but also on a stage that is magnificent with the sophistication of existing technology. Cabaret is also often used as one of the categories in a race. Cabaret shows today can be of high economic value as long as they are well managed.

The cabaret performance of Indonesian Literature students discussed in this paper is titled "Gomgom Rindu Kampung". The performance was held at the Raja Inal Siregar Hall in PEMPROVSU.
Management is originated from the Latin managiare or in Italian maneggio which means to take care of, control or handle something (Murgiyanto, t.t.: 27).

In its development, management is more likely to be interpreted as managing, controlling, and coordinating. In the performing arts, the management application is divided into two regions, namely management related to art (artistic) and non-artistic areas, but the two regions become a unified synergy.

The implementation of the management system in student cabaret performances is done transparently, although formally the arrangement does not appear to be systematic, in principle, the management system has a big influence on the running of the show. Such conditions occur because the handling of artistic activities requires a different approach than the system used in other non-arts organizations. In this Cabaret performance, the organization's management applies a division of labor in two main areas to facilitate or separate focused work operations. The first area is the grouping in the art process, in this case, the handling of the art production process. While the second is grouping organizations that handle work processes outside the arts, in this case, what is done is in the areas of administration, finance, and marketing. However, this is not too bound because collaboration between students is more important in this performance, besides that the main objective in this Cabaret performance is to practice how to manage performance.

Awareness of the need for management concerning the performing arts began to be felt after the arts increasingly touched the economic system. This happens because the existence of the more traditional performing arts is squeezed and pressed in increasingly dynamic community life so that inevitably have to also consider the economic system that is happening. This is done because the competition for life factors outside the arts is getting sharper. Management is a joint effort to get the expected results with relatively little effort and cost. Modern management emphasizes the existence of efficiency and effectiveness to achieve optimal production targets.

a. Performance Planning

Planning is everything that is designed and determined before the production activities begin to make the dance performance a success. This plan includes the aims and objectives, and the way the work will be done.

The purpose and objective of holding the results of interviews with the director is to increase student creativity; Give appreciation for art, and train students to manage a cabaret art performance so that it has high economic value according to the theory that has been studied.

Based on this, the staging of Cabaret “Gomgom Rindu Kampung” was held in the Hall of Raja Inal Siregar PEMPROVSU, precisely on Sunday, December 1, 2019, at 11:00 WIB. This performance is an activity for the Indonesian Literature students' Project assignment.

According to the period of the Cabaret staging plan in the PEMPROVSU building, this is a short-term plan consisting of planned activities for one semester. This activity plan is detailed that the activities carried out can be well-conditioned from the time and place, schedule, costs required, and the person in charge of the activity. The committee always refers to the planning of performances to use resources such as funds and time to achieve the targets set. The activity was carried out by the planning of the exhibition by not only displaying cabaret but there were also poetry readings and dramatization of poetry following the theme "Literature Stage Building Synergy and Creativity". The committee considers this so that planning occurs under the efficiency and effectiveness in achieving the objectives and this is useful for managing resources and determining the schedule.

b. Artistic Performing Arts Management

In the area of cabaret, performance management is applied, the position of a director becomes the controlling center of the cabaret production work process. The working principle of a director is to manage the work process of production, which includes the procurement of the manuscript, whether the manuscript itself, adapted the existing manuscript, or take the manuscript that has been made. Then the classification is done (a division of roles) followed by the training process, and until finally it is held. It is from all work areas that a director is fully responsible for the implementation of a production process to be held accountable to the audience for the performance of the performance.

The work pattern of a director becomes central to achieving the success of the theater production process, for that Hera Chairunisa who is a lecturer in the subject of language and arts as well as acting as a director in a cabaret show, tries to guide students to apply management principles appropriately according to existing theories. The selection of the manuscript "Gomgom Rindu
Kampung” was chosen because it was in accordance with the actual conditions of students who on average were an overseas child.

Furthermore, at the casting stage (a division of roles), the Director tries to choose the right player for a role, this is done through an intensive approach by observing the abilities and psychology of each prospective actor. And at the stage of the training process, the director applies the provisions with high discipline. Starting from the willingness of the members or players to provide time after finishing class hours and on Saturdays and Sundays to do the exercises. And during the training both in groups and as a whole, for those who have or will get their turn, almost no time is wasted, they seriously pay attention to the direction of the director. This pattern of work seems to function as a vehicle for learning, both in regulating the emotional rhythm that appears in each scene, to build a complete emotional expression.

c. Non-artistic Performing Arts Management

In a performing arts organization, managing non-artistic areas is an important part that deals with problems outside aspects of the arts, including those concerning office administration, finance, public relations, marketing, and other aspects that are not directly related to artistic issues (aesthetics). The non-artistic aspects of the work area in a whole organization become the foundation that must synergize with the area of art itself so that it leads to the same goal or one goal for an organization’s success.

Likewise, in the cabaret performance system “Gomgom Rindu Kampung”, the management of this area is carried out carefully and transparently, so that it can support the theater production process from the beginning to the end of the performance smoothly and successfully.

A management style that is run by students and supervisors is open management, all members have the right to check the entry and exit of money. Moreover, this performance is a joint project to practice managing an art performance. How much money is needed is also discussed together to get a good solution for all parties. And to get funding, students try to find a network to get event sponsors, this role is mainly carried out by treasurers and funding departments. Also, to minimize funds in the show the production management team looked for locations of performances that can be used free of charge and finally got the chance to do a show in the PEMPROVSU Hall.

The main purpose of the cabaret show “Gomgom Rindu Kampung” is indeed not to benefit materially, but it is undeniable that if the performance is well managed, the results obtained will also be very beneficial. It can be used for shared purposes in staging activities or outside activities.

The marketing system conducted by students is an effort on how to reach the audience. Three weeks before the performance day, students have sent a brochure or photo ticket to those considered as potential viewers and spread it through their respective social media namely Whatsapp, Instagram, Facebook, etc. Some kind of notification that they were preparing a cabaret show. In the ticket brochure or photo contains the title of the play, synopsis, when and where the play is played, how many days the staging time, scriptwriter, director, and the names of players.

CONCLUSION

Management is a process of managing, controlling, and coordinating. In the performing arts, the management application is divided into two regions, namely management related to art (artistic) and non-artistic areas, but the two regions become a unified synergy. In an art performance, management is needed so that the performance can run well according to initial planning. From the results of observations, students can apply to perform arts management properly following what has been learned so that the performance runs smoothly by the initial purpose. The cabaret show “Gomgom Rindu Kampung” shows that if a performance is well managed it will produce high economic value in the world of creative industries.
SUGGESTION

Before performing, it is better to make a plan and form a committee so that the performance can run well in line with expectations and have a high economic value.

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DEVELOPMENT OF E-LEARNING APPLICATION AS A LEARNING MEDIA FOR PRODUCTION ÉCRITE DÉBUTANT

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Abstract

One of the most widely studied foreign languages is French. In French there are many rules that apply, both oral and written. Writing ability is strongly influenced by vocabulary and grammatical. Beginner students often have difficulty writing French sentences. Usually the obstacles they often face are limited vocabulary and the inability to conjugate verbs correctly. To find out how the development of the E-Learning Application as a learning media for Production Écrit Écrit Débutant among students of Medan State University, Faculty of Language and Art, the first semester of 2019/2020, this study uses the Design and Development model. The results that can be obtained from the use of this model are simple computer-based media products (Alessi and Trolip, 2001, p. 407). This means that this model can also be used to develop E-Learning based media. Based on research the research results of the use of E-Learning in learning Production Écrit Écrit Débutant in the quality of information is good, the quality of interaction is also good and in the ease of student users in using E-Learning is very good.

Keywords: E-Learning, Production Écrit Écrit Débutant, Student,

INTRODUCTION

The development of technology has been very rapid in the world of education. The use of technology is carried out in all fields to facilitate work and bring change in the field itself. Therefore the teaching and learning process must be supported by technology-based learning. In realizing this, E-Learning is one way to realize technology-based lecture processes (internet / online). One of them is learning online by using LearnDash, where this application can only be used online. With LearnDash, it is hoped that it will facilitate and optimize the application of E-Learning in Medan State University because this LearnDash application enables the learning process to be better and more efficient. The activities carried out using this LearnDash, students can learn online with the material that is already in the LearnDash, the material is in accordance with the Production Écrit Débutant course. The contents contained in this LearnDash online application, namely: 1. Procedures for introductions 2. Procedures for writing time (names of days, months, hours, and prepositions used in some situations, 3. Procedures for writing invitation letters 4. Procedures for writing sentence sentences and advice, 5. Procedures for describing the place / location, 6. Procedures for describing someone, 7. Writing narration to tell the actions that have been carried out by the use of the past verb, 8. Writing narration to show an action that is taking place in a situation that has passed but without prior knowledge and the end of the action using the verb imperfect, 9. Writing simple expressions to explain something, 10. Writing verbs that relate to the word "eat", 11. Writing procedures to avoid repetition, 12. Writing verbs to express actions that will done in the future by using futures time, 13. Writing relative pronouns, 14. Writing to uncover. It's an explicit comparison with things, creatures, and situations. The impact of the use of LearnDash on students is that it is easier in the lecture process, where students can study independently with existing material anywhere and at any time and are more efficient and flexible.

DISCUSSION

The birth of the concept of e-learning continues to develop and reach its application forms. Thorpe (2002) states that electronic learning activities (e-learning) have the same meaning as the meaning of education in general. Therefore, there are several pedagogies that can be applied in these e-learning activities. Weller (2002) lists the pedagogies as follows:
a. Constructivism (Constructivism)
b. Resource-based learning
c. Collaborative Learning (Collaborative Learning)
d. Problem Based Learning (Problem-Based Learning)
e. Narrative Teaching (Narrative-Based Teaching)
f. Situated Learning

Basically, technology has a neutral nature. So that in education we can apply a pedagogical approach to the technology, which is supporting technology e-learning.

Using this LearnDash application will enable students to learn lessons anywhere and anytime so students can learn individually and they can adjust to the characteristics of their learning. Various benefits are obtained with an internet-based learning system (e-learning) which is also able to be one of the creative solutions in teaching lectures so that students can understand the material well, e-learning also helps students who do not understand the material (for example, do not yet understand the material about "writing relative pronouns") then students can repeat the material wherever and whenever. Based on e-learning also makes it easier for students to interact with lecturers by sending questions online about material that is not yet understood.

RESEARCH METHODS

This research uses the Design and Development model. The results that can be obtained from the use of this model are simple computer-based media products (Alessi and Trolip, 2001, p. 407). This means that this model can also be used to develop E-Learning based media. There are three stages in the use of this model, namely (1) Planning (planning), (2) Design (Design), and (3) Development (development). The researcher presents the research steps in the form of a research flow as shown in the design of this study.

RESULTS


THE INFORMATION QUALITY

Untitled Question
From the diagram above, it can be seen that the quality of information using e-learning in odd semester 2019/2020 students is in the good category with the average respondent being > 30. In the category of very good answers are at numbers > 10. And respondents who answer less well are at the smallest number, <10.

RESULTS OF THE RESEARCH INSTRUMENT QUESTIONNAIRE ANALYSIS
NEEDS FOR STUDENTS (QUALITY OF INFORMATION)
ODD SEMESTER 2019/2020

THE QUALITY OF INTERACTION

From the bar chart above, it can be seen that the quality of interaction using e-learning in odd semester 2019/2020 students is in the good category with the average respondent being > 20. In the category of very good answers are at number > 8. And respondents who answer less well are at the smallest number, namely <5.

RESULTS OF THE RESEARCH INSTRUMENT QUESTIONNAIRE ANALYSIS
NEEDS FOR STUDENTS (QUALITY OF INFORMATION)
ODD SEMESTER 2019/2020

USER CONVENIENCE

From the diagram above it can be seen that the use of e-learning in odd semester 2019/2020 students has ease for its users to be in the good category with the average respondent being at > 30.
CONCLUSION

The use of E-Learning based media in the Production Écrite Débutant course uses the Design and Development model. The results that can be obtained from the use of this model are simple computer-based media products (Alessi and Trolip, 2001, p. 407). This means that this model can also be used to develop E-Learning based media. There are three stages in the use of this model, namely (1) Planning (Perencanaan), (2) Design (Desain), and (3) Development (Pengembangan). The effectiveness of learning by using media E-Learning for the Production Écrite Débutant course for students is very helpful and easy to understand writing French that is good and right because students easily learn the material in E-Learning anytime and anywhere.

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ABSTRACT

This article is aimed to know how to form “l’expansion du nom” in French sentences. This is motivated by the students of French learners in general having difficulty in developing sentences well into a text in French. This is caused of the students do not know what tools are used to develop sentences in French. The consequently is the students produce short sentences that is not rich with information and always doing repetition of words in sentences. So that, the resulting sentences is inefficient. To resolve this problem, the students can use “l’expansion du nom” as one of the tools to enrich the sentences in French. L’expansion du nom is an additional element on the nouns in sentences that can be placed before and after the noun in the sentence. The function of this additional element is to develop the nouns in sentences so that the noun is rich in varied information and the resulting sentence can be longer, more efficient, and informative. There are three types of the “l’expansion du nom” in the French sentence. Those are “l’adjectif qualificatif and l’épithète, le complément du nom, and la proposition subordonnée relative”. L’adjectif qualificatif and l’épithète is an adjective who can be placed directly before or after a noun that is qualified without united by a preposition. Then, le complément du nom is a group of nouns that is equipped by a preposition placed on a noun. The last, la proposition subordonnée relative has a function to describe the preceding noun in a sentence. This article is expected to add the knowledge of French learner about grammaticale literature of French language. Especially Indonesian researchers who want to develop it into a research that is relevant to this article.

Keywords: Difficulties in developing sentences, L’expansion du nom, French sentence of the students
Communicate linguistically of the learner and communicator subject is implemented in realization a variety of language activities that may involve reception, production, interaction, mediation (including translation and interpretation activities), each of these modes of activities being capable of being accomplished either orally or in writing, orally and in writing. Then, Tarigan (2008: 9) also states that “writing skills is one of the most productive, expressive and can be done by anyone. Writing, as with all three other language skills, is a process of developing one's own ideas. Writing activities demand ideas that are logically organized, clearly expressed and well-organized.”

Based on that opinion, it can be concluded that writing competence has a great impact on other language competencies because in expressing these ideas it must also be supported by the accuracy of the language used, vocabulary, grammar and spelling usage. Therefore, students are indirectly required to master French vocabulary and grammar in order to be productive of pouring creative ideas into writing so that it helps French learners to communicate orally. That way, writing competence should also be a main priority in mastering French.

According to Byrne (1988: 1) in blog Hidayatullah https://wismasastra.wordpress.com/2016/01/02/pengembangan-keterampilan-menulis/21 October2019 said that “writing not only makes one sentence or only a few things that are not related, but produces a series of things that are organized, related to one another, and in a certain style. The series of sentences can be short, maybe only two or three sentences, but the sentence is placed regularly and related to one another, and in the form of a unity that makes sense.” Then the sentence made is basically composed by elements of words which builds a sentence. According to Chaer (2010: 36) the elements contained in a sentence are the subject element (S), that is the element that is being discussed. The predicate element (P), which is an element that states what is done by the Subject element or what is experienced by the Subject element. Then there may be an element of object (O), which is the target element of the action carried out by the Subject element. The last maybe there is also an element of Adverb (Adv), which is an element that explains about time, place, and so on.

Based on this opinion, the writing activities intended in this paper are activities in writing sentences, which the sentence must be arranged regularly, the sentence elements are complete at least there are subjects and predicates, logical, easily understood by the reader, informative, and efficient.

But in reality, according to the author's experience while teaching French, there are still many learners who have difficulties in writing sentences. This is because the learner does not know how to develop a sentence correctly. So that, the sentences produced by the learner look short and often do repetition of words. As a result, the resulting sentence looks less efficient and less informative. For examples can be seen in the sentence below:

1) **La voiture est en panne.** Cette voiture vient d'être donné par mon oncle.

*In the sentence above, it can be observed that the first sentence is very short and not informative because it is not clear which car (voiture) is meant in the first sentence. So that the second sentence repeats the word car (voiture) written to explain the word car (voiture) intended in the first sentence. The sentence will look more efficient if combined using pronom relatif "qui" like the example below: La voiture qui vient d'être donné par mon oncle est en panne.*

Or may also be developed using adjective epithète like the following sentence: *La voiture rouge est en panne.*

(2) **Le projet festival de cinéma à Medan est une excellente idée.**

*In the sentence above, there is also a repetition of words. That is the word festival which is the subject of the second sentence. To make it look more efficient, these sentences can be combined using pronom relatif "qui" like the following example. Le projet de festival de cinéma à Medan qui permettrait de développer le tourisme est une excellente idée.*
The three sentences above also look inefficient because there is a repetition of the word (la bande dessinée) in the sentence. These three sentences will look more efficient if combined with pronom relatif "qui" like the following example.

Il a acheté la bande dessinée de Trois Petits Cochons qui a été très connu dans le monde est très cher.

From the three examples above it can be concluded that French language learners have difficulty in constructing a sentence because they do not know of any tools used to develop sentences in French. This can be observed in the three examples above, which in developing these sentences are needed a tool for developing sentences that is pronom relatif "qui" used in all three examples and adjective épithète "rouge" used in the first example. The relative and adjective epithet is an element of l'expansion du nom which is a tool for enriching nouns contained in the subject and object in the sentence. Therefore, one effort to overcome the difficulties of French learners in writing is to know the tools used to enrich sentences well, which one of them is to use l'expansion du nom.

According to Sitompul's explanation "L'expansion du nom is a fundamental grammatical element that can be used as a tool to enrich sentences by giving supporting information on nouns. So that the word elements contained in nouns increase and the resulting sentences become longer, more efficient, and informative without losing the real meaning contained in the sentence. (Presentation on the course Production écrit 19 August 2019). The expansion du nom has 3 elements, namely adjective, complement du nom and pronom relatif."

Based on the above background, the author is interested to make a paper entitled "The Formation of Expansion du Nom As a Tool to Enrich The Sentence in French". In this paper the author wants to give a description of how to use expansion du nom in sentences that include expansion du nom by using adjectives, complement du nom and pronom relatif.

DISCUSSION

I. Definition of L’Expansion du Nom

Etymologically the word expansion comes from English, which is expand, which means to expand or enlarge. Meanwhile, The Cambridge Dictionary defines it as an effort to increase in terms of size, number, and importance. Besides that, on the site https://slideplayer.fr/slide/504142/24 /25 October 2019 explained that “Expansion details, enriches and characterizes the description of an object, a place, a person. The expansion brings an additional information to the described name.”

Based on the above definition it can be concluded that the meaning of expansion in this paper is an attempt to expand the sentence by enriching the description of an object which is a noun contained in a sentence by providing additional information on the noun that is described. So the expansion referred to in this paper is expansion in nouns. Example:

(4) La taille du navire, l’importance de la tempête, le lieu et le moment du drame.
The word du navire, de la tempête, du drame is an expansion of the noun “taille, importance, and lieu et le moment”.

According to prof virtuel on the site “l’expansions du nom are words or expressions used to specify the noun”. Besides that, Tomassone (1996:208) defines l’expansion du nom based on the function of the expansion element, namely: “L’expansions du nom constitute a syntactic class that can be defined by erasures and substitutions. Optional elements, they can be substituted for each other: Example: La jument d’Eugène est la jument qui appartient à Eugène (The mare of Eugene is the mare that belongs to Eugene); la jument qui est noire est la jument noire (the mare who is black is the black mare)”. Furthermore, Sitompul (2011) defines l’expansion du nom more simply that is, “the addition of other elements to a noun both in the left zone and in the right zone of the noun which aims to give nuances, explanations or information that are more certain and precise to the noun itself”.

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Based on the above opinion it can be concluded that l'expansion du nom is an additional element to the noun that can be placed on the right or left of the noun that is made according to grammatical rules that aim to provide a description or information on the noun in detail and clearly which according to the writer l'expansion du nom can be used as a tool to develop sentences in French.

II. Formation of L’Expansion du Nom

Bescherelle (2006: 347) says that expansion du nom consists of 4 elements. This can be known in the following opinion “A nominal group also often includes non-mandatory constituents, which completes the core noun and are called l’expansion du nom. These expansions of the noun may be: adjectifs qualificatifs, épithètes ; des compléments du nom ; des propositions subordonnées relatives. Similarly with that opinion, the virtuel prof on the site http://profvirtuel.free.fr/elementaire/orl%20interactif/expansionsdunom.htm distinguish l’expansion du nom into 3 parts, namely adjective, complément du nom, and pronom relatif. Therefore based on this opinion the elements of l’expansion du nom used as tools in enriching sentence and the elements of l’expansion du nom will be explained by the author in this paper are adjective, complément du nom, and pronom relatif.

2.1 Formation of l’expansion du nom by using adjectives

To enrich nouns in sentences can be done by adding one or more adjectives placed before or after the nouns. The adjectives used in the development of these nouns are adjectives that function as épithète, les adjectifs qualificatifs and les participes passés. The adjective is directly related to the noun which it intends to expand. The meaning is the formation of expansion du nom using this adjective made without using prepositions or verbs.

a. Adjective that functions as épithète

According to Bacherelle (1997: 25) The adjective epithet is directly related to the noun and it stick to the noun a particular quality without needing for the intermediary of a verbal element. Example:

(5) il lit des bandes dessinées drôles

The word is the word drôles (funny) is epithète, because it sticks directly to the nouns without any connection such as prepositions and so on.

This Adjective épithète can be divided into two parts:

- L’épithète liée
L’épithète liée is an adjective that qualifies a noun that is directly related with it. This adjective is usually placed after a noun. As examples:

(6) Marie porte une robe bleue.
(7) Les professeurs sages furent récompensés
In the example (6) and (7) the word “bleue” and “sages” have a function as the épithète liée of the nouns «robe». And «professeurs»>. Because they are stick directly to the nouns without prepositions and the adjective is placed after the noun.

- L’épithète détachée
L’épithète détachée has a function as apposition because these adjectives are separated by punctuation, namely comma, semi colon, colon,with the nouns that are qualified. Example

(8) La pie, noire et blanche, vole ce bout de bois.
(9) Barnabé, blessé, n’a pas pu participer au match de foot.

The adjectives “noire et blanche” and “blessé” have a function as épithète détachée of the noun «pie». In example (8) and Barnabé in example (9). Because they are separated by comma (,).

b. les adjectifs qualificatifs

Bacherelle (1997 :16-33) said that as its name indicates, the adjective qualifying is used to specify a quality, a characteristic of an animated being or of an inanimate thing. As beautiful, nice, etc. are adjectives qualifying. Then, according to Sitompul explanation, qualifying adjective usually placed
before the noun that is qualified. In French there are a number of adjectives that must be put before a noun. Those are petit, grand, bon, mauvais, beau, joli, court, long, prochain, dernier, autre, nouveau, cher, jeune, vieux, vrai, faux, gros, rare, demi, mimoindre, meilleur, and pire. For examples:

(10) Roméo, le jeune chien de Barnabé, n’est pas très obéissant.
(11) Une grande maison se dressait sur la colline.

The adjectives “jeune” at and grande” are identified as qualifying adjectives because they lie before the nouns. These adjectives have a function to give special qualities to the noun chien in example (10) and maison in example (11).

c. Les participes passés

The form of the participes passé used in this expansion of noun is a participe passe that functions as an adjective that describes or qualifies the nouns that follow. Examples:

(12) Il me regarde d’une portenticipes ouverte chez moi.
(13) J’ai trouvé une chambre à louer dans un appartement habité par une vieille dame.

The form of participe passé in both sentences is used to abbreviate sentences in the passive form “une porte qui est ouvert” in example (12) and “un appartement qui est habité par une vieille dame” in example (13). The functions as an adjective qualifies the noun porte and the appartement associated with it. The participe passé has a function as an adjective that qualifies the noun porte and the appartement related with it.

2.2. Formation of l’expansion du nom by using complément du nom

According to Bescherelle (2006: 355) said that “complément du nom is a traditional term that refers to a noun (or a nominal group) that completes another noun (or nominal group) through a preposition”. Prepositions that are often used are à, de, et en. Another opinion Chollet (2009 : 26) said that noun preceded by a preposition (à, de, en, etc etc.), with or without a determinant, may complete another noun. This is called a complement du nom”. The choice of preposition depends on the relationship between the two nouns (belonging, use, origin, quantity, use, material, etc.). Based on both opinion, it can be concluded that the development of nouns using the complement du nom is formed by using prepositions which have a function to complete the core nouns. The prepositions are: à, dans, par, pour, en, vers, avec, de, sans, sous, sur, contre.

Based on its function, the complément du nom can be divided into 4 groups. Those are:

a. Un nom ou un groupe nominal (GN) prépositionné

Usually this group uses the propositions de, à, par, sans, pour, en, .... The most frequently used propositions are the prepositions “de, à, and en”. Each of these prepositions has different meanings according to the context of the sentence.

- En — It has a function to express matière (material objects) examples.
  (14) Une table en bois (table made of wood)
  (15) Une tasse en porcelaine (cups made of porcelain)
- De — It has a functions to express contain, use, origin.
  (16) Une table de pingpong (The table used to play pingpong)
  (17) Le bus de Lyon (The bus from Lyon)
  (18) J’ai bu un verre de vin (a glass that contains wine).
- À — It is usually used to express contenance. Example
  (19) Une tasse à thé (cup of tea)
  (20) Donne-moi un verre à vin (a glass of wine)

b. Un pronom prépositionnel

Usually the complément du nom is formed using the prepositions “de and pour”.

(21) La probation de tous par amour pour lui. Le plateau de celle-ci.
The word “lui” is an object pronoun so, the right preposition to develop the noun “amour” is “pour”.

c. Un verbe à l’infinitif ou un groupe infinitif prépositionnel

Usually this group is formed by the prepositions “de and à”.

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d. Un adverbe prépositionnel.

(22) Un fer à repasser (Iron), the word “repasser” is an infinitive so the right preposition for complete the noun “fer” is à.

(23) Le désir de toujours progresser (The desire to always progress).

(24) Les dames d’autrefois (The old ladies) (préposition + adverbe).

(25) Une envie d’ailleurs (A desire elsewhere) préposition + adverbe

Nominal groups can also have function as appositions because these nominal groups are separated by nouns that are related to them by punctuation, namely virgule, point-virgule, deux points,

Example :

(26) Barnabé, ce grand garçon de dix-sept ans, dort encore avec la lumière allumée.

(27) Mon oncle, professeur de français, leur a conseillé un ouvrage pour réviser.

From the example above it can be seen that, nominal le groupe «ce grand garçon de dix-sept ans, » is the apposition of “Barnabé” in example (26), and “oncle” in example (27).

2.3 Formation of expansion du nom using pronom relatif

To enrich nouns in sentences can also be done by adding clauses consisting of one conjugated verb. The development of nouns by the addition of this clause is formed by using “pronom relatif (relative pronouns). Namely a word that can replace an objects. (qui, que, quoi, dont, où, lequel, laquelle, duquel, auquel...). This relative pronom relatif (relative pronoun ) is placed before the noun related with it which in French is called nom antecedent (the previous noun) so that, the clause has a function as a complement to the previous noun (complément du nom antecedent). Actually the development of word using pronom relatif is used to avoid repetition of words in a sentence so that the sentence becomes more efficient.

The relative pronoun has different functions according to the context of the sentence. Those are:

- Qui, is used to replace the subject in the clause which is paired with verbs. Example :

  (28) Bill me donne un livre intéressant à Lyon. Le livre raconte sur l’amour d’une jeune femme.

  These sentences are combined into :

  \[ \text{Bill me donne un livre intéressant} \text{ qui} \text{ raconte sur l’amour d’une jeune femme à Lyon.} \]

  The word qui is used to replace the noun (livre) in the clause.

- Que, is a pronom relative to replace the object contained in the clause.

  (29) Les devoirs de français sont très difficile. La professeur a donnée les devoirs.

  These sentences are combined into :

  \[ \text{Les devoirs de français que la professeur a donnée sont très difficile.} \]

- Dont used to replace the complement du nom in the clause. Example :

  (30) Le film n’est pas intéressant. Tu m’as parlé de film.

  These sentences are combined into :

  \[ \text{Le film dont tu m’as parlé ne pas intéressant.} \]

  The word “dont” is used to replace the word “film” followed by the preposition de (Complément du nom)

- Où, is a pronom relative whose function is to replace the place or time of the clause. Example:

  (31) Mes parents ont décidé d’aller en vacances dans un endroit. L’endroit n’aurait que des musées à visiter.

  These sentences are combined into :

  \[ \Rightarrow \text{Mes parents ont décidé d’aller en vacances dans un endroit où il n’y aurait que des musées à visiter.} \]

  The word “où” is used to replace the word “endroit” which indicates an adverb of place.

(32) Tu es venu le dernière fois. Le dernière fois il a fait très beau

These sentences are combined into :
Le dernière fois où tu es venu il a fait très beau.
The word “où” is used to replace the word le dernière fois which indicates an adverb of time.

CONCLUSION
As the conclusions that the author can convey in this paper are:
1. L'expansion du nom is an additional element to the noun that can be placed on the right or left of the noun which is made according to grammatical rules that aim to provide a description or information on the noun in detail and clearly that can be used as a tool to develop sentences in French. The tools of the l'expansion du nom are adjectives, complement du nom and pronom relatif.
2. There are three ways in developing a noun using adjectives. The first uses adjective épithète liée and épithète détachée. The adjective épithète stick to the noun without preposition. And it is placed after the noun. Whereas épithète détachée have a functions as an apposition which separates nouns from adjectives with commas. The second is adjecitiv qualificatif. This adjective is used to qualify the noun related to it. This adjectives are formed by attaching them to nouns related to it without any prepositions that are usually placed before the nouns. The third is participes passé used in this expansion of noun is a participe passe that functions as an adjective that describes or qualifies the nouns related to it.
3. The formation of l'expansion du nom using complement du nom is by using prepositions. Those are à, dans, par, pour, en, vers, avec, de, sans, sous, sur, contre. Each preposition has different uses according to the context of the sentence.
4. The formation of l'expansion du nom using pronom relatif is to avoid repeating words so that sentences become more efficient. This pronom relatif is used to replace the subject, object, complement du nom, adverbe in the clause. The pronom relatif are qui, que, dont, où, lequel, laquelle, duquel, auquel.

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SHORT BIOGRAPHY OF THE AUTHOR
Wirnawati Br. Sinaga was born on 9 October 1984 in Kisaran North Sumatera.She is the first child of five children from Muhammad Jen Sinaga and Zaitun Adam. Wirna finished all of her studies from Elemantry School until Senior High School in Kisaran. Then, she continued her studies in the
State University of Medan By taking a French Language Education as her major and she finished it in 2008. After that, she moved to BaganBatu,Riau for teaching English at Junior High School of Pembangunan. In 2013, she has been accepted as a civil servant in PoliteknikPariwisataMedan and works as a French lecturer until now. Now she is continuing her study in Magister in the same university with same mayor.
ABSTRACT
The research aims to find out the development process and find out the validity and effectiveness of learning videos for speaking German dialogue skills. After this goal is achieved, students are expected to be able to achieve B1 certificate at the international level. The research instruments used were: a) the validation instrument was used to find out the validity of the dialogue teaching material, b) the test instrument to determine the effectiveness of the teaching material, c) the observation sheet to determine the student's response. The process of developing learning videos uses the theory of Design Based Research Reeves which consists of four steps namely, 1) Analysis of the problem of collaboration between researchers and practitioners, 2) development as a solution to produce products, 3) Trials and Revisions and 4) Reflections and improvements. The results of the validation and testing showed that the learning video was appropriate to be used as a medium for learning dialogue on advanced German speaking skills with B1 level.

Keywords: development, learning videos, speaking skills

INTRODUCTION
Speaking skill is one of the four language skills that must be possessed by German department students. Speaking skill supports other language skills. Based on observation on German department students, that is, students have problems in their speaking skill (Sprechfähigkeit), especially difficulty in pronunciation (Klässner, 2017: 381). Difficulty in speaking affects the fluency of students in speaking German. Fluency in speaking is influenced by knowledge, experience, intelligence, personality and biology (speech organ). According to Djiwandono (in Azizah, 2013), the ability to speak is supported by linguistic and non-linguistic element. The components of Linguistic element are: i) clear pronunciation, ii) application of reasonable intonation, iii) choice of words, iv) application/clear sentence structure. The components of non linguistic element are correctness, fluency and expression. The low level of German language skill causes the passing rate in the German language test (ZiDS national level) to be low or 68.25% of the 63 participants (German Language Education Study Program, 2017).

German Language Education Study Program, Faculty of Language and Art, State University of Medan is implementing the KKNI 2016 Curriculum in which there are courses for speaking skill, such as: i) Sprechfähigkeit für Anfänger (4 credits), ii) Sprechfähigkeit für Fortgeschrittene (4 credits), iii) Sprechfähigkeit für weiter Fortgeschrittene (4 credits) and iv) B1-Vorbereitung (4 credits). The course supports students to master the B1 level speaking competency according to EU agreement and are expected to achieve the international level certificate Goethe-Zertifikat B1.

Goethe-Zertifikat B1 is a German language test for teens and adults. The B1 test is the third of the six test levels (A1, A2, B1, B2, C1 and C2) according to the European Union agreement (Goethe-Institut, 2018: 1). The B1 test speaking section (Sprechfähigkeit) consists of: i) Dialogue, ii) Presentation (Monologue) and iii) Responding to a presentation (Gerbes and van der Werff, 2018: 99).

One effort to improve students' speaking skill is through interesting learning medium that are able to accommodate learning material properly. Learning video is one of the interactive and interesting learning medium. The advantages of learning video as learning medium are: i) learning video can be repeated if needed to make the material easier to understand, ii) the message conveyed in the learning video is fast and easy to remember, iii) learning video help develop learners' thoughts and opinions, and iv) clarify abstract things and provide a more realistic explanation (Pangesti, 2011). The use of video as a learning medium will provide a new experience for learners. Video can present learning material
faster and more easily understood by learners. According to Nugent (in Smaldino, et al, 2008: 310) video is a medium that is suitable for various learning sciences, such as classes, small groups, even though a learner.

Based on explanation above, this research will describe the process of developing dialogue learning video based on blended learning and describe the validity and effectiveness of dialogue learning video based on Blended learning. To improve students’ speaking skills in dialogue (International Standard B1 Examination) required an interesting and effective dialogue learning video.

LITERATURE REVIEW
Design Based Research

Design Based Research as an alternative model for investigation in the field of educational technology can realize future progress in improving teaching and learning through technology. Design Based Research integrates the development of solutions to practical problems in the learning environment by identifying the principles of design itself (Nurgaha, http://www.tintapendukasiindonesia.com).

The steps of Design Based Research according to Reeves (in Herrington, Mc Kenney, et al, 2007) are as follows:
1. Collaborative analysis of practical problems by researchers and practitioners. The first step in research Design-based research is the identification and exploration of significant educational problems. These problems will be the objectives of the study. The problem statement in Design Based Research must be convincing and persuasive that the problem is significant and deserves to be examined.
2. Development of solutions by existing design principles and technological innovations. At this stage the process to be carried out is clearly illustrated.
3. Repeated cycle of testing and refinement of the solution through practice. The next step in research Design Based Research is the implementation and evaluation of solutions that are tested through practice.
4. Reflections to produce “design principles” and improve the implementation of solutions. Design-based research takes the form of design principles, which are evidence-based heuristics that can inform future development and implementation decisions.

Learning Video

Learning video is a systematically designed medium based on the applicable curriculum and in its development applies the principles of learning. Thus the learning video allows learners to examine the subject matter more easily and interestingly. Learning video according to Cheppy Riyana (2007) is a medium that presents audio and visuals that contain learning messages that contain concepts, principles, procedures, theories of application of knowledge to aid understanding of learning material. Video is an audio visual learning material that can be used to convey messages / subject matter. It is said audio visual because the element of hearing (audio) and visual / video elements (visible) can be presented simultaneously.

Audio visual medium or learning video is very important in supporting learning. Learning video is comprehensive medium, where images, sound (text), events (context) help provide a good understanding to learners. In addition, using video makes learning programmable and not monotonous, because there is good interaction in learning activities through directed discussions that can motivate or provoke learners' aktiveness, creativity and criticism (Narottama, 2016).

Steps for Making Learning Video.

Making learning video can be one of the media so that learners better understand the subject matter visually or e-learning. The first step in making a learning video is to determine the theme of the teaching material that will be delivered in the learning video. The theme or teaching material is sourced from the Syllabus or Rencana Pembelajaran Semester (RPS). The next step is to design the concept. Things that must be considered when designing a concept are: i) ideas and objectives, ii) expected soft
skills, iii) simplification of ideas, iv) addition of good visual evidence and chronological scripting, v) proportional in duration, vi) detailed and visualized and vii) adjustments to Syllabus and RPS.

The next step is to examine whether the video to be made is unique and interesting, has a deep and detailed understanding, universal, factual and actual, possible to be realized, imaginative and contains values that can be conveyed by audiovisual medium. The next stage is the production of instructional video medium. At this stage it should be noted whether the form of learning video that will be made in the form of tutorial, case study, etc. After the learning video has been produced, the next step to do is to edit the learning video so that it produces an interesting and effective learning video.

**German Speaking Skill (Sprechfertigkeit)**

Speaking skill is the ability to pronounce sentences to express, indicate, convey thoughts, ideas, and feelings (Arsjad and Mukti U.S, 1993: 23). Speaking is a language activity done by humans, carried out after listening (Nuraina and Saleh, 2017: 104). Based on the European Union Agreement for language competency (GER = Der Gemeinsame Europäische Referenzrahmen für Sprache) speaking is divided into: i) skills for presenting monologues and speech skill, ii) skill for combining listening and speaking abilities that have a purpose (van der Burg, 2013 : 12).

German speaking skill (Sprechfertigkeit) is the ability to convey ideas or ideas in the form of dialogue using German. Speaking is an important part of language learning (Wernerson, 2018: 2).

**Goethe-Zertifikate B1**

Goethe-Z Certified B1 is a German language test for teens and adults. The B1 exam is the third of the six test levels (A1, A2, B1, B2, C1 and C2) according to the European Union agreement (Goethe-Institut, 2018: 1). The speaking part B1 test consists of: i) Dialogues with a maximum score of 28, ii) Presentations (Monologues) with a maximum score of 40, and iii) Respond to a presentation with a maximum score of 16 (Balser et al, 2014: 5). Each participant gets 2-3 minutes for dialogue, 3-4 minutes for monologue and 1-2 minutes for responding to a presentation (Gerbes und van der Werff, 2018: 99). The aspects assessed in the B1 test are: i) Erfüllung, ii) Interaktion, iii) Wortschatz, iv) Strukturen, v) Koherenz, vi) Aussprache (Dittrich and Maenner, 2014: 76).

**Dialog**

In the B1 test dialogue is intended as a conversation activity to plan a joint activity. Each participant is given 2-3 minutes to talk about the specified theme. In this dialogue participants must plan a joint activity and produce a joint decision regarding the plan of the activity. Participants must also convey their opinions to the speaker and provide responses to the opinions of the speaker. in the dialogue the participants are directed to the discussion points, so that the discussion is directed and remains focused on the theme contained in the problem.

**RESEARCH METHOD**

The research aims to determine the development process, validity and effectiveness of dialogue learning video, German speaking skill. After this goal is achieved, students are expected to be able to achieve B1 certificate at the international level. The steps of conducting the research are as follows: i) Identifying dialogue learning themes, ii) determining dialogue learning material from various sources, iii) compiling learning video features, iv) realizing features that have been prepared in the form of drafts, v) validating learning video drafts and vi) improvement of learning video. The research instruments used were: a) the validation instrument was used to find out the validity of the dialogue teaching material, b) the test instrument to determine the effectiveness of the teaching material, c) the observation sheet to determine the student's response.

The steps in developing teaching material in this study adopted the development model of Design-based Research Reeves (in Herrington, Mc Kenney, et al, 2007). These steps are: 1) analysis of researchers and practitioners collaboration problems through observation, interviews and questionnaires, 2) development as a solution to produce products in the form of learning video, 3) expert testing and revisions for the validity of learning video, 4) reflection and improvement of learning video.
DISCUSSION

The steps in the development of learning video in this study adopt the development model of Design-based Research Reeves (in Herrington, Mc Kenney, et al, 2007). Following is an explanation of the process of developing a learning video Dialog at each step:

1. Collaborative analysis of practical problems by researchers and practitioners. The first step in research Design-based research is the identification and exploration of significant educational problems. These problems will be the objectives of the study. To be able to identify the problem, observation is done by observing the problem of learning speaking skill in class. Observation was made on the syllabus and RPS (Rencana Pembelajaran Semester) speaking skills courses (Sprechfertigkeit für weitere Fortgeschrittene), learning material, learning medium and learning methods used. In addition to observation, interview and questionnaire were also conducted to obtain information about the difficulties experienced by students in speaking German at B1 level. As well as the learning medium needed.

2. Development of solutions by existing design principles and technological innovation into a product. At this stage the information obtained in the first step becomes the basis for developing learning video. To make a speaking skill learning video, the research team first determine the theme of the teaching material to be conveyed in the learning video. The theme or teaching material is sourced from the Syllabus or Rencana Pembelajaran Semester (RPS). The next step is to design the concept by taking into account the following factors, i) idea and goal, ii) expected soft skills, iii) simplification of ideas, iv) addition of good visual evidence and chronological scripting, v) proportional duration, vi) details and can be visualized and vii) adjustments to the Syllabus and RPS. In the next stage the research team examines whether the video to be made is unique and interesting, has a deep and detailed, universal, factual and actual understanding, perhaps to be realized, imaginative and contains values that can be conveyed with audiovisual medium. After studying the concept and video design that will be made, the learning video is ready to be produced. After the learning video has been produced, the next step to do is to edit the learning video so that it produces an interesting and effective learning video.

3. The next step is trial and revision. In this case the learning video is tested on students to find out its effectiveness. To find out the validity of the learning video an expert test was conducted, the media expert tested the quality and validity of the learning video, while the linguist tested the truth of the German language used in the video.

4. The final step is reflection and refinement. Input from media experts is used as a reference in the improvement of learning video.

CONCLUSION AND SUGGESTION

The process of developing dialogue teaching material based on blended learning uses the theory of developing Design Based Research Reeves which consists of four stages, namely: 1) analyzing the problem of collaborative researchers and practitioners through observation, interview and questionnaire, 2) development as a solution that produces dialogue teaching material based on Blended Learning products learning in the form of learning videos and textbooks, 3) a trial consisting of expert testing to find out the validity of teaching material and user test to determine the effectiveness of teaching material, and revision of teaching material, and 4) reflection and refinement of dialogue teaching material products based on blended learning.

After a revision of the dialogue teaching material based on blended learning as input from media expert and linguist as well as based on the validity test conducted by media expert and linguist and effectiveness test by the user, then the dialogue teaching material based on blended learning is appropriate to be used as a medium for dialogue learning with advanced German speaking skill with B1 level.
REFERENCE


DEVELOPMENT OF TEACHING MEDIA ON GRAPHICS OF COMPUTER GRAPHICS OF WPAP MATERIALS IN THE FORM OF E-BOOK ARTS AND TUTORIAL VIDEO BASED ON E-LEARNING TO IMPROVE INTEREST AND LEARNING OUTCOMES OF STUDENTS ARMY E-BOOK

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ABSTRACT
Interest in learning and learning outcomes are two things that are interrelated with each other, high interest in learning will have a good effect on one's learning outcomes, low interest in learning will certainly make a person's learning outcomes less good too. Medan State University (Unimed) has applied the Indonesian National Qualification Framework Curriculum (KKNI), where students are required to do six (6) KKNI assignments, such as Routine Assignments (TR), Critical Book Report (CBR), Critical Research / Journal Review (CJR), Mini Research (MR), Idea Engineering (RI), and finally Project. This is a pretty heavy demand for students, so it is necessary to develop material and interesting teaching materials to increase student stimulus in making the six assignments of KKNI in Computer Graphic Courses. The purpose of this study are; 1). Increasing the interest and learning outcomes of Fine Arts students in making WPAP material assignments in Computer Graphic Courses, 2). Describe the validation, practicality, and effectiveness of modules and video tutorials on Computer Graphics Eyes, and 3). Produce a scientific publication in international proceedings. The results showed that, the analysis of the score of the module categorizing validator assessment was included in the valid category, which was at a percentage of 67.67% which was included in the practical category, an attractive module size capable of increasing student interest in learning was at an achievement of 67% categorized sufficiently practical, then the cover design of the module is 68% achieved in the category of practical enough, for the design of the contents of the module cover can increase student interest in achieving the category 68% into the category of practical enough. Furthermore, the results of the validator assessment in the video tutorial fall into the valid category, which is 70.33% in the category of quite practical, for the video display at an achievement level of 69% in the practical category, while for the video operation process is at an achievement level of 72% with the category of quite practical, and the usefulness of video is at the level of 70% ignition with the category of quite practical. Overall modules and video tutorials are at an average level of 69% achievement, which means that they fall into the quite practical category. This shows that the modules and video tutorials are practical enough to be able to increase student interest in the learning process in Computer Graphic Courses.

Keywords: interest in learning, learning outcomes, WPAP.

INTRODUCTION
Interest and learning outcomes are two things that are correlated with each other, where a high learning interest affects the high learning outcomes, of course. Learning interest is lacking, it will affect the learning outcomes that are lacking too, but conversely if someone has a high interest in learning, of course the learning outcomes will be better when compared to someone who has a low interest in learning. Many things can be done to increase this interest, especially for students of the Department of Fine Arts, Faculty of Languages and Arts (FBS), State University of Medan (Unimed), one of them is by developing learning media. Along with the development of the era to the millennial era now, the different needs of the previous generation with the generation of "now"
which is often termed today. The generation that cannot be separated from gadgets, smartphones, smartwatches, and supporting applications such as Facebook (FB), WhatsApp (WA), YouTube, etc., this cannot be separated from the general life of the "now" era, millenial generation in this life, cut in it from among the students. Student life is never separated from the so-called task, every time a meeting with lecturers per course there are always tasks that must be completed by the student, in general students can not be separated from what is called the curriculum "Indonesian National Qualification Framework (KKNI )

KKNI is a qualification grading framework that can compare, equalize, and interact learning outcomes from non-formal education channels, informal education, and/or work experience into types and levels of higher education (Permen RI, 2013: 2). Specifically KKNI in Unimed places more emphasis on 6 (six) assignments. These assignments are: Routine Tasks also called TR, Critical Book Report or CBR, Critical Research / Journal Review also called CJR, Mini Research or MR, Idea Engineering or also called RI, and finally Projects "(Azis, 2018: 01 ), with the many tasks that must be done by Unimed students, especially Fine Arts students, it is necessary to be given a high stimulus to be able to do the assignment properly and correctly, increasing interest in doing the assignments so as to get good learning outcomes later.

MATERIALS AND METHODS OF IMPLEMENTATION

Many ways can be done to increase one's interest and learning outcomes, one of which is teaching media, here teaching media can be developed to be interesting again in accordance with the needs of the present age of course. According to Arief (1986) learning media are all things that can be used to channel messages from the sender to the recipient, the recipient's information sources so that they can stimulate one's thoughts, feelings, concerns, and interests so that the expected learning process occurs. In instructional learning, information sources are lecturers, teachers, instructors, students, reading material, teaching media, and so on. "Media teaching is a container and channel of messages from the source of the message, in this case the lecturer, to the recipient of the message, in this case students" (Rusdi, 2007: 4). Starting from the opinion above Mahnun (2012: 28) revealed that "teaching media is a necessity that cannot be done in order to succeed student learning programs in order to achieve the expected behavior changes. Consequently, the teacher should have a role in choosing the right media and making the selection based on the right techniques and steps.

Along with the development of many changes in the world of education, one of which changes the teaching media from conventional to digital, digital work is not broader with what is called a computer a machine that facilitates one's work, here will be reviewed sharply what is graphics Computer. Definition of Computer Graphics A field of science that studies how to "build" graphics (images) both 2D and 3D that look real using a computer. A process of making, storing and manipulating models and images. Models come from several fields such as physical, mathematical, artistic and even abstract. Computer graphics were discovered in 1960 by "Willian Fetter": Formation of a cockpit (Boeing) design using a pen ploter and a reference to a 3D model of the human body (Khaliiesh, 2010: 2). In the world of Computer Graphic art, this is used as a subject that must be studied, understood, and mastered. Various kinds of naming in this course, there are several campuses call it Computer Graphics, Graphic Design, Computer Graphics, and so forth. Specifically for the Unimed Fine Arts Department, a reference to the term Computer Graphics, a Unimed Fine Arts student is required to take this course. This type of research that will be carried out is included in the development research, in which this research will create a new product to support the learning system. The development is carried out on WPAP teaching materials in Computer Graphic Subjects, with media in the form of e-book Computer Graphic Courses and video tutorials based on e-learning aimed at improving the learning outcomes of Fine Arts students. This study uses 4D models (four-D models). According to Thiagarajan (1974: 7) the development of the four-D model consists of 4 (four) stages: 1). Definition (define); 2). Design (design); 3). Development (develop); and 4). Spread (dissiminate). This study only reached the stage of development (develop) which is stage 3 (three).
DISCUSSION
Analysis of the module score validator assessment scores fall into the valid category, where the average results of the module content, construction, language, and module display variables are at a percentage of 71.25%. This shows a valid module to increase user interest. An attractive display module that can increase student interest in learning is at an achievement of 75% categorized Practical. The contents of the module are arranged systematically, this makes it easier for users to understand the module. Modules are formulated in a learning unit that starts with material and evaluation. The module is presented according to the level of student ability. According to Aedi, (2008a: 3-5) a module is said to be good and easy for students to understand if the material in one unit is intact according to the user's ability (Self Contained).

The ease for users (Learnability) modules and videos namely lecturers as a guide in the learning process with a value of 80% is in the practical category for users. Where modules and videos are easy to use so students are interested and increase their interest in using modules and videos. The module and video usability for students (Efficiency) with an achievement of 86.67% is included in the practical category. Modules can help students explain concepts. It is also expected to be able to help lecturers direct students in the learning process. "One of the objectives of the module is to clarify and facilitate the presentation of messages so that they are not too verbal (Aedi, 2008b: 5-6).

Practicality and effectiveness of time (Effectiveness of Time) are in the practical category with an achievement value of 84%. Modules developed are practically used by lecturers to guide students in the learning process. Lecturers can take advantage of minimal time with maximum learning outcomes. According to Aedi (2008b: 5) a good module can overcome the limitations of time, space and sense power, for the teacher / supervisor in the learning process.

The results of the evaluation of student learning can be passed as many as 42 people and 1 student is declared not graduated. Percentage of students who passed 95.23% and 4.78% percentage who did not graduate. The purpose of the evaluation is to determine whether the students being taught already have competencies that have been set so that it is feasible to be given the next learning material.

The practicality of the module proves that, 42 students who use the module in the learning process, 95.23% of students declared complete. Furthermore, based on observations observed by one observer, students are generally active in the learning process. This shows that the module is practical, effective, and can increase student interest in the learning process in Computer Graphic Courses.

CONCLUSION
Based on the data description and discussion above, it can be concluded as follows: Modules and videos on Computer Graphic Courses have been produced to increase the interest of students of the Fine Arts Department in making 6 (six) assignments for the Indonesian National Qualification Framework (KKNI) Revitalization 2018, and The module validity value is at 71.25% in the valid category. The practicality value of modules and videos by students at an achievement level of 69% can be categorized as quite practical and able to increase user interest in the learning process.

REFERENCES


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ABSTRACT

The purposes of conducting this research were to find out the most dominant learners’ types and to describe their preferences in learning English at the first semester English Education Study Program, Faculty of Languages and Arts, one of university in Medan in academic year 2018/2019. There were 30 students from one class as the subject of this research. In this case, the researcher collected the data by using learner types and preferences questionnaires and observing the learning process in the classroom. The result showed that there were some types of learners in this case. Concrete learner with their preferences are playing game, paying attention to the pictures, watching film is the most dominant one (40.00%). Analytical learner with their preferences are studying grammar, studying English book and finding their own problems (16.67%). Communicative learners (23.33%) with their preferences are listening to native speaker, talking to friend in English and watching English channel in YouTube. Authority-oriented learners (20.00%) with their preferences are understanding the teacher’s explanation and writing everything in a notebook.

Keywords : Learner types, learners’ preferences, learning English

INTRODUCTION

Every student has his own way in learning English. The different style in learning proved that everyone is unique with their different preferences. The unique things of students are influenced by some factors such as ethnic group, age group, level of previous education, speaking proficiency level, and type of learning program. The multiple students’ background show that conducting learning English in the classroom guides the teacher to accommodate the various types of learners. This reason caused that learning style and learning types are still relevant and important to be discussed as one of issues in teaching and learning English as the foreign language to enrich the teacher’s knowledge in designing learning strategies.

In reality English teacher are not still aware of the learning types in designing learning process for English lesson. In some English classes, teachers always face a situation where many students are not interested to learn English, they just come in to class to play and talk too much with their friends or some of them are sleepy and bored as well as waiting the English class finished. This condition often being the problem if the teacher do not apply the appropriate strategy. In deciding the learning strategies used for learning English, teacher should think about learners’ personality factors because these factors are more significant than socio-cultural variables and educational background of the learners. Identifying learner types and learning styles is also important toward in learning process. Recently a new thought comes up that teaching must be taken care of students’ learning types. If a student’s learning style is known automatically the teacher can determine appropriate learning strategy based on their learning types.

Howard Gardner divided human intelligences into eight kinds, namely mathematics-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinaesthetic, interpersonal, intrapersonal, and naturalistic. This model was adopted in some educational institutions to develop the learning strategies. Psychologists divided learners style into three kinds, namely: Visual, Auditory, and Kinaesthetic. This model also developed as the guidance for teacher to know their students’ style and
design the learning activities in the classroom. The two models were applied in all subjects such as Math, Science, Language, and Social. These models need to be studied more to get the appropriate way in combining learning styles and learning language. Willing (1988:150), categorised learner types based on their preferences in learning English, namely: concrete learners, analytical learners, communicative learners, and authority-oriented learners. The categorisations based on the students’ preferences in learning English. This model was used in this research to investigate learners types and their preferences in learning English.

**DISCUSSION**

Learners type is an important element which influences learning process as well as achievement. Knowing the learners type helps teacher and learner to be cooperative in learning. It helps students learn more fast and easier by selecting and using appropriate strategy to understand theory and practice some skills. In the learning process, the teacher or lecturer should know the learner types to raise effectiveness in learning English.

The data of this research were collected from the first semester students of English Education Program, Universitas Negeri Medan in academic year 2018/2019. In this study the data were collected in qualitative research data. The qualitative findings were obtained from questionnaires and interviews. Learner type questionnaire consisted three questions that the students’ answer and respond to three questions will be categorised into four learner types. Below are the questions used to investigate learners’ type and preference in learning English:

A. When you learned English, which of the following ways of learning did you like?
B. When you learned English, which of the following ways of learning did you find most helpful?
C. If you were going to learn another language, which of the following ways of learning would you use?

The top ten preferences for each of the categories of response are set out in the following table.

<table>
<thead>
<tr>
<th>NO</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning by games</td>
<td>Reading newspaper</td>
<td>Talking to L1 speakers</td>
</tr>
<tr>
<td>2</td>
<td>Learning by doing</td>
<td>Watching television</td>
<td>Pictures, films, video</td>
</tr>
<tr>
<td>3</td>
<td>Watching television</td>
<td>Learning by doing</td>
<td>Learning by doing</td>
</tr>
<tr>
<td>4</td>
<td>Going on Excursions</td>
<td>Talking to friends</td>
<td>Talking to friends</td>
</tr>
<tr>
<td>5</td>
<td>Pictures, films, video</td>
<td>Practising out of class</td>
<td>Practising out of class</td>
</tr>
<tr>
<td>6</td>
<td>Reading newspaper</td>
<td>Talking to L1 speakers</td>
<td>Watching television</td>
</tr>
<tr>
<td>7</td>
<td>Small group work</td>
<td>Going on excursions</td>
<td>Small group work</td>
</tr>
<tr>
<td>8</td>
<td>In class conversation</td>
<td>Small group work</td>
<td>In class conversation</td>
</tr>
<tr>
<td>9</td>
<td>Talking about interests</td>
<td>In class conversation</td>
<td>Having a course book</td>
</tr>
<tr>
<td>10</td>
<td>Talking to friends</td>
<td>Pictures, Films, Video</td>
<td>Learning by hearing</td>
</tr>
</tbody>
</table>

The discussion which established the findings of this study showed that the concrete learners obtained 40% in the class. It means that there were twelve students from thirty students. These learners tend to like games, pictures, films, video, talking in pairs and practising English outside class.

Then, analytical learner type in learning English obtained (16.67 %) from the class. It means that there were five students from thirty students prefer to studying grammar, studying English books and reading news, studying alone, finding their own mistakes and working on problem set by teacher.

Communicative learners obtained (23.33%), it means that there were eight students like to learn by watching, listening to native speakers, talking to friends in English and watching video in English, using English out of class in shops, bus, library etc., learning new words by hearing them, and learning by conversations.

Then, Authority – oriented learners obtained (20.00 %) or six students from thirty students. These learners preferred the teacher to explain everything, like to have their own textbook, to write everything in a notebook, to study grammar, learn by reading, and learn new words by seeing them.
Beside giving questionnaires, the researcher also interviewed the students by using these questions:

1. What did you find most helpful in learning another language?
2. What did you find least helpful in learning another language?

The most striking thing about this study was the fact that, despite the diverse context and environments in which the subjects learned English, practically all agreed that formal classroom instruction was insufficient. Motivation, a prepared outside classroom characterised most of the responses from these learners. The freeform responses reinforced the general pattern of responses provided by interview.

The responses given by students with different learner types for questions about thing that helped most are:

1. Conversation with English speakers/ in groups
2. Finding opportunities to practise outside class
3. Accessing media- radio, television, newspapers
4. Formal classes/ learning with a teacher
5. Motivation
6. Reading
7. Grammar rules/ drills
8. Listening
9. Pronunciation
10. Vocabulary

Things that helped least:

1. Learning grammar/ drills
2. Lack of opportunity to use English outside class
3. Poor teaching
4. Being criticised/ punished
5. Practising with L2 speakers/ poor L1 speakers
6. Classes too big/ too many levels
7. Use L1 too much
8. Accessing media
9. Fear of making mistakes
10. Lack of motivation
11. Childish materials, e.g. picture book
12. Lack of audio- visual facilities
13. Rigid timetables and programmes
14. Memorising
15. No time to study

These data were interpreted that teacher as the learning instructor should design the appropriate learning strategies inside and outside classroom. The opportunities for activating English outside class were by far most frequently nominated things which facilitated development. The data showed learning grammar was in helped least category doesn’t mean that teacher should be abandon the teaching grammar. The teaching grammar should be able to show learners how grammar instruction relates to the achievement of communicative objectives and it was needed as one of the factors in practising English outside classroom, more over for analytical learners, they need grammar to improve their ability in using English for comprehending reading texts. All the learner types should be accommodated by combining learning English strategies inside and outside classroom.

**CONCLUSIONS**

1. There were thirty students in first semester of English Education study program, Universitas Negeri Medan. The conclusion showed that: concrete learners obtained 40% in the class, Analytical learners 16,67 %, Communicative Learner 23,33 %, and Authority- Oriented Learners 20, 00 %.
2. Each learner types has preferences in learning English; Concrete learners tend to like games, pictures, films, video or something related to visual media. Analytical learners tend to like
studying grammar, studying English book, Studying alone, and others relate to analysis. Communicative learners tend to like to learn by watching, listening to native speaker, and talking to friends in English. Authority- oriented learners preferred the teacher to explain everything, like to have their own textbook, and to write everything in a notebook.

3. The learning strategies suggested to be designed inside and outside classroom to accommodate the different of learner types and to encourage learners to activate their ability in practising English.

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Biography

Fahri Haswani is a lecturer in English Education Study Program in Universitas Negeri Medan. She teaches Teaching English as a Foreign Language, English for Young Learners, and Receptive Written Language Skill. Her preferences are writing article related to the teaching learning strategies, learning styles, learner types and developing teaching administrations such as lesson plan, worksheet, and learning materials.
TRANSFORMING INNOVATIVE AND CREATIVE LEARNING OF LANGUAGE, LITERATURE AND ART

by Jusua Barus

Abstract

The section on creativity and innovation in learning is something very interesting to discuss. The process and the way to be creative, as well as presenting innovation in learning, is the job to think about education, developers such as teachers, a lecturer, and other educators. Before linking him to education and learning the art of, would be better discussed beforehand about what creativity itself. Creativity is a noun that absorbed from english. creativity This word formed from a verb create which means creating something and the adjective is creative.

Creativity often interpreted as something new, was the creative. Creativity is a person capacity to create something new, in the form of both the idea and, real work in the form of the aptitude and non, aptitude in the work of both new and combination with existing, things and everything is relative different from previously existing. According to munandar (in landasanteori.com) of creativity is the ability to make new combinations, based on data, information is. or elements Results were not always, specified new things but also can be combined ( ) combination of things that had previously existed.

Can be understood, that creativity is human ability in presenting a new thing, as a form of creative ide-ide owned by himself. Of course, creativity in every people there are considerable derived from his experience. that creativity is the ability of (someone) to identify the problem with precision and give the right answer to the problems. After his consciousness to wrestle with symptoms and (reality or actuality the fact), get the experience of being condensed about your symptoms or the fact that.

Innovation. related with creativity. New reworking or innovation can be defined as processes and / or the result of developing the use of mobilization of knowledge including skills teknologis, skills and experiences in order to creating or improving the product or services, process and new or system who assigns grades which means or significantly, especially economic and social.

Creativity is an instinct since born. Innovation can emerge when sharpened and developed continuously. Creativity is the process of the new, and innovation is the implementation of an idea contained in creativity. Innovation made creative idea has a commercial value. Creativity and innovation play an important role in education and learning the art. Teachers have to try to create a learning and teaching to suit the needs of students. The creative process just could not go, of course teachers need experience and a willingness to develop a system of learning that students can receive lessons learned from that stated by the teacher. If learning was boring, of course affect the student to study a lack of interest. In the course of the art, lab work to have attracted great interest amongst students, live ide-ide creative teachers how to apply it.

Keywords: transforming, innovative, creative learning, language, literature, art

INTRODUCTION

According to experts, humans have 4 basic existence namely: art, religion, philosophy, and science. All four go along with the development of human history. Art is a field that bases itself on "beauty" which has a significant role in the process of human education. a few centuries ago before Christ in Greece, art was included in educational activities. Beauty is a basic element of art used in art education as a means of increasing intellect and catharsis (purification of the soul) (Sunarto 2017: 5).
Art education also has experienced significant developments from time to time. The development of innovative creativity in art education continues to be developed in accordance with the times. This reality fosters various variants of methods in art learning.

The three human realms that are based on Arts and Culture Education are: body, taste, and mind. The body of art is developed through training in creation (creativity) and its discovery and development (innovation) through art work. The deepest sense of art is aesthetics trained through an understanding of visual elements, colors, tones and rhythms to develop systems that students already have.

Artistic aspirations are trained through logic, understanding with aesthetical, artistic absorption and the process of creating an artist. Achieving this domain is done through approaches: definitive, participatory, and exploratory; with learning that is: Fun, Unique, Creative, Innovative, Democratic, and Initiative (MUKIDI). Harmonization between approaches: definitive, participatory, and exploratory; with MUKIDI it is expected to be able to provide outputs: appreciation, expression, and creation, for students.

**DISCUSSION**

1. **Creativity**

Creativity can be interpreted: 1) the ability to respond, respond and provide solutions to all existing solutions; 2) the ability to involve oneself in the discovery process for benefit; 3) intelligence ability, cognitive style, and personality or motivation; 4) the ability to produce and create something new. Therefore this creativity is based on: flexibility, fluency, skill, and intelligence (Campbell 2017: 35). The essence of this creativity is being able to find newness and be able to solve problems carefully. In this creativity, a person always thinks positively to find new things by creating processes (systems) and products.

All of these will later find a concept or creative goal in someone (Campbell 2017: 45). Creativity in art education is characterized by the ability to master the material, concepts and techniques to create work that is different from the others. Creative itself is the basis for someone to cultivate themselves always in a dynamic position. Therefore touches in growing ideas and new ideas are always the first step by motivating and stimulating. Motivating means placing the teacher's role in giving something in order to find the 'new' one must reject the 'single answer'. If there are students asking for answers, then a teacher will provide several possibilities, so that it is stimulating to always find something new. Stimulating means, encouraging existing ideas to always be touched and expressed in various forms, ways and new ideas. The consequence is that the teacher must be able to give pictures that are 'not single'.

The problem that comes out is the time that must be provided in learning like this must be loose, so that it finds something truly useful (Sunarto 2016). In this case there are three theories of the development of creation, namely: 1) Psychoanalysis theory from Sigmund Freud and Carl Jung; 2) Humanistic theories from Abraham Maslow and Carl Rogers; and 3) Cziksentmihalyi's theory which emphasizes a lot of natural potential (talent). Psychoanalysis explains that creativity is a way that shows a person's ability to overcome a problem. This behavior must be built early so that the system will be discovered by itself. The solving system that is in the child's mind, feelings is often also called Habitus (Pamadhi 2012). There is a strong belief that the basis of creativity is a person, therefore encouragement to someone to be able to take action is always motivated by a teacher. The general framework that has been found by someone's habitus can finally find a power that is always based on the acquisition of findings.

Along with the opinion of Sigmund Freud in Ernest Kris and Carl Jung Freud explained that the creative process is an unconscious effort towards being aware that ideas that are not pleasing to others can immediately be transformed into creative productivity by releasing the 'defense' of old ideas. For example: something that is already well-established and has a great deal of importance is always realized is the wrong defense, should continue to struggle to find something new (IBM 2006: 97). Although the defense mechanism inhibits creative action, but precisely the mechanism of sublimation is precisely the main cause of creativity. Likewise Ernest Kris's opinion, that the mechanism of a
successive development (regression) is a transition to behavior is always dissatisfied. The satisfaction found is not only a product but a process, so that thirst for new discoveries.

In this case Carl Jung emphasizes that unconsciousness can play the role of creativity. Someone's mind which is unconsciously formed by habitus (in the past which is always under pressure) becomes a collective unconscious, eventually will find theories, ideas, in creating art. The Humanistic Theory put forward by Maslow emphasizes creativity as a result of human psychological work; healthy human creativity can always be present in any position and is unlimited. The development of the human soul in the first five years will provide the first level and develop hierarchically based on human needs. This is similar to the opinion of Carl Rogers, explained 3 conditions of a creative person with openness where experience gives the ability to experiment or to 'play' with the concept. Cziksentmihalyi gives confidence, if someone has a strong interest (genetic predisposition) and accompanied by a serious effort, then creativity will emerge and continue to develop.

For example if someone has a strong color sensory potential and is interested in developing it, it will be easy to become an artist. Then coaching is done through: 1) strong interest will quickly become proficient; 2) willing to continue access to interests and needs, talent will emerge; 3) the ability to communicate in developing themselves with the environment. This is a sign of the ability to adjust to achieve its goals (Natawidjaya and Moesa 1992: 67). Finally, it can be revealed that creativity, according to Fadelis E. Waruwu (Widiasaran 1999: 54), is "creativity is the ability of someone to give birth to something new in the form of ideas and real work both in new works and in combination with things that already exist.

the main discussion in this paper is about creativity focused on the creation of works of art, based on: 1) fluency; 2) flexibility; 3) originality in thinking; and 4) the ability to elaborate (develop, review, detail) an idea of a work of art begins with: permeating the beauty of forms, digesting objects to be the subject of art, and the ability to express ideas and ideas. This representation process is creating symbols of shapes, colors and lines into works that can talk about themselves and their environment (Widiasaran 1999: 75). The ability to express this opinion is often said to be the ability to express. The hope that most ideas appear is in creative expression. Fostering creativity continues with more technical activities, namely developing the power of thought to turn objects into subjects and develop into ideological patterns in creating art (Pamadhi 2012: 54).

2. Innovation

Innovation is related to creativity. New design or innovation can be interpreted as a process or result of developing the use or mobilization of knowledge, skills (including technological skills) and experience to create or improve new products (goods and / or services), processes, and / or systems, which provide value meaningful or significant (especially economic and social) (id.wikipedia.org). According to Law No. 19 of 2002, innovation is a research, development and engineering activity carried out with the aim of developing the practical application of new scientific values and contexts or new ways to apply existing science and technology to products or their production processes.

Creativity and innovation have a big influence on arts education and learning. The teacher must try to create conditions for learning and teaching that are appropriate to the needs of students. The creative process cannot be present just like that, of course the teacher needs experience and desire to develop a learning system so that students can receive learning from what is conveyed by the teacher. If the learning process is tedious, then it has a big effect on the lack of student interest in learning. In the case of art education, practicum is very interesting for students, just how the teacher applies the creative ideas they have. For example, in learning arts and culture courses, discussions about the appreciation of the archipelago music, of course, it is not enough just to pay attention to pictures and know the music and the instruments alone, practice directly by playing musical instruments can attract students to be more interested in learning the art.

In the learning process, teachers should not only be fixed on the rules in the classroom. The learning process is not only done in the classroom, let alone learning art. For example art and culture subjects about painting or drawing, students can be taken to draw in school parks, on the school grounds, and other places. This can be an inspiration for each student for what the picture will be painted later. In the learning process like this, the creativity and innovation of the teacher, must be brave to be raised and applied, so that what is expected from these creative ideas can be realized.
Creative teachers always have new ideas and are able to create their own learning media to help their students receive their learning well. The importance of learning theory for teachers is that it can help teachers to understand how students learn, can help the learning process effectively, efficiently and productively, in addition the teacher can design and plan the learning process. Developments in this globalization era are expected to be able to create creative power and innovation in the learning process, especially art education. Triyanto (2017: 90) revealed that in the scope of general education, art education aims to develop aesthetic awareness and sensitivity (appreciation) creativity (creativity), and give students the opportunity to express themselves.

Education in this art will create situations that can encourage students to develop these three domains. In the perspective of students, creativity and innovation are all experiences gained from individuals in their interactions with the environment that result in changes in behavior in themselves. Creativity is the imagination that is obtained based on the experience that has been obtained. In learning art there are activities that appreciate, express, and be creative. In accordance with what was explained by Triyanto (2017: 91) that three aspects of the purpose of art education in schools, namely the development of appreciative, creative, and expressive attitudes which are unity in forming personalities that have a child’s awareness of social and cultural values.

Creativity and innovation in education and learning, especially art education, can be done by teachers in various ways. Of course the experience passed by the teacher, can lead to creative ideas to be applied. The use of technology at this time, can be said as a form of innovation from the learning and learning process, just how teachers use it as a form of creativity in learning. For example, learning music today in block notation, no longer writing on the board, there are already applications like Sibelius for writing and listening to notation directly, then there are other applications for drawing instantly.

Things like this certainly become the teacher's creative ideas to make the learning process more interesting. However, technological development does not always have a positive impact, as teachers who guide their students, are expected to be able to choose the right and good way to be used in learning.

3. **MUKIDI Learning**

After understanding the discussion above, then proceed with creating a learning atmosphere. This learning atmosphere will at least provide support for ideas and creativity creating a work of art will be smooth. The four goals of artistic creativity are: 1) fluency; 2) flexibility; 3) originality in thinking; and 4) the ability to elaborate (develop, review, detail) an idea of a work of art. In this case the need to emphasize learning MUKIDI (Make happy, Unique, Creative, Innovative, Democratic, Initiative). Look at the learning table below:

<table>
<thead>
<tr>
<th>Learning Model</th>
<th>Learning Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M</strong> (Make happy)</td>
<td>Create an atmosphere that is not boring for students, such as games, taking outside studios, objects that are always dynamic and sociable for children.</td>
</tr>
<tr>
<td><strong>U</strong> (Unique)</td>
<td>Creating unusual teaching activities (other than others), for example: if learning is the same as playing, so by inspiring a game one object is developed in groups and then completed individually again causing students to want to know and want to solve themselves. Media experiments and painting techniques (for example) will make clothes painting will make students always want to try.</td>
</tr>
<tr>
<td><strong>K</strong> (Creative)</td>
<td>The creative demanded from students also requires creative teachers to give assignments and teach them. Teacher creativity is required so that the classroom atmosphere grows in interest and internal and external motivation continues. Internal motivation is given when a student will, is experiencing traffic jams. A touch of the story, a touch of appreciation by looking at famous artists’ paintings will give an idea and ideas. While</td>
</tr>
</tbody>
</table>

76
external motivation is developed by touching students’ images, but not all of them jamming the idea of creation.

| I | (Innovative) The method used is not one and always follows the changes of students. The intended change is an effort to give something to students so that ideas grow. Maybe using media and equipment that students feel is new. Or find a step of development that is always considered new by students. |
| D | (Democratic) Democratic learning is not interpreted equally and equally, but democratic can be interpreted as providing assistance (incentives) based on student needs. If a student needs help with external motivation, the teacher can give it. Likewise, when it is only a touch of a story to foster a theme in creating art, it should be touched by showing someone’s idea in a painting, design work or sculpture. Furthermore, democratic principles can also be interpreted as an effort to provide help (incentives) by following students' learning patterns or styles. It is intended that creativity and innovation by students always develop. |
| I | (Initiative) Providing good teaching assignments and models. Initiative is also given when a child experiences technical obstacles or ideas of creation. |

CONCLUSIONS

If the learning model is only one and it is done by a relatively static teacher unchanged in each subject matter, then it will get students' work that is not innovative and even student creativity does not develop. Art education based on creativity theory is actually also a creative industry, which is an effort to create creativity ideas, systems and products of art. Creativity in work is expected to foster a creative spirit and always look for new things (novelty).

Learning the MUKIDI model is expected to foster soul and positive creative behavior. This form must ultimately be maintained for the sake of creativity in art products through experiments (research based learning) or project based learning will always explore ideas and develop students' potential. Especially in project based learning, it is expected to find collaborative work and foster tolerance among students.

References


ABSTRACT
Parompa Sadun Kiriman Ibu short story is about the tradition of Batak Angkola. Social description and cultural society in the short story is the author’s background and experiences. This short story is about giving a name to the first baby which is important for his family. The social symptoms that appear in the short story, are related to the cultural conditions of Batak Angkola society. Hence, the proper theory to analyze is literary sociology. The type of research is qualitative, while the method used is the listening method. The steps of collecting data are: 1) listening intensively and repeatedly; 2) selecting data; 3) record the relevant data; 4) analyze the data accordance with the theory of Sociological Literature; and 5) compiling research reports. The source of the research data is the short story of Parompa Sadun Kiriman Ibu, while the research data is the discourse on the short story text which is studied based on theory. The results showed that Batak Angkola tradition has big influence in the society, it can be seen in the description of the story that illustrates the hopes and prayers of parents who want to have a male baby as the clan successor, as in general of Batak society. In addition, in this short story, there are also show various ornament and terminology of Batak Angkola, such as manjagit parompa, simbur magodang, abit godang, and mangulosi. The gist, this short story presents a social construction and strong cultural among its society.

Keywords: social cultural image, batak angkola, literary sociology

INTRODUCTION
The productivity of literary works should be the straight depiction of life, truthfully shown by the author so that the readers see and interpret the reality of life which is full of various problems of life. The essence of literary meaning that has a “good” category is the ones that represent real life, so that general life problems become the benchmark and comparison that are able to educate the mindset of the connoisseurs of literature themselves. In accordance with that, Siswantoro in his book argued that “Literary works do not only come from vacuous world but works that are born from the process of human experience absorption” (2004). Furthermore, Daulay (2013:i) in his book explained that “Literature is the reflection of society’s life, rarely apart from civilization. Therefore, it can be formulated as the starting point of civilization and literary discourse that tighten both of them. It is “Because literature reflects on the symptoms of civilization that affect all aspects of life order, so it can be said that civilization issue is literature issue, it does mean literature is tasked to deliver as honest and fair as possible.”

Literature has various genres. Such as poetry, drama, romance, prose, theater, and others. One of the literary genres that display many symptoms of society’s life order is a short story. The short story also can be mentioned as storiette is a form of fictive narrative prose. The short story tends to be short, dense and straight to its purpose than other fictive works, such as novel and novella. According to Nugroho Notosusanto dalam Tarigan, short stories are stories that range in length of 5000 words or approximate 17 quarto pages double spaced and centered on themselves. The author usually reflects how the social life of the character, and the cultures associated with the short story. A good and appropriate approach is applied through the theory of literary sociology.

Literary sociology comes from words sociology and literary. Literature is a reflection of society. Through literary works, the author reveals the problems of life. Literary works receive the effect from society and at the same time give impacts to the society. Sociology can be defined as a systematic
science and knowledge about humans’ group life in relation to other humans that generally called society. According to Abrams (1981:178) uttered literary sociology is applied to the writings of literary critics and experts which mainly aiming at the way of the author that influenced by the class status, the ideology of society, economic situations that related to the occupation, and type of targetted reader. 

The illustration of social and culture in society in a short story represents the background of the writer’s life and experience towards the culture itself. This is also applied to the Parompa Sadun Kiriman Ibu short story written by North Sumatera’s notable writer and poet Hasan Al Banna. Besides being active in the literature world, Hasan Al Banna who is a civil servant in Balai Bahasa Medan (The Language Center of Medan) also active in carrying out research on languages, literature and culture issues. Concisely, Parompa Sadun Kiriman Ibu narrates a story about custom and tradition in Batak Angkola. It is a story about naming the first-born baby that becomes the most important event in his family tradition, moreover the status of a son in Batak people family. Therefore, the researcher interested to reveal the social life’s problem of Batak Angkola people that associated with its cultural values. This study will use the socio-linguistic theory in analyzing the data. The scope of this study will be focused and limited on the custom and tradition aspect and the role of paroppa sadun in Batak Angkola people.

LITERARY REVIEW
Sociology of literature is the combination of sociology and literature. Literature is a reflection of people in society. Through literature, the author can express the problem stages in life. A literary work gets influenced by society but also can influence society. Sociology can be interpreted as a study or systematic science of a group of people that associated with another group of people or in general, Sociology is a study related to people and civilization. Socio-literature is an approach of writer-oriented. In a line with this idea, Ratna (2003: 25) stated "Socio-literature is a study of literature and its involvement with the social structure." This idea is also supported by Wallek and Warren (Semi, 1989: 178) stated "Socio-literature disputes literature that being the fundamental tool to understand what is being implicit in the literature and the purpose of literature and the mandate that being conveyed." Then Abrams (1981: 178) opposed that "Socio-literature is subjected towards the critic writings and a linguist that mainly addressed to the writer’s influence by their social status, social ideology, economic condition that related to their work and the target reader.” According to these theories, the researcher opined that based on these social symptoms that can be seen in Parompa Sadun Kiriman Ibu short story by Hasan Al Banna that associated with the cultural situation of Batak Angkola people that full with social norms. It can be concluded that Socio-literature is precise to be used as a tool to analyze the poem.

RESEARCH METHODOLOGY
This research conducted using a qualitative method using library study that is collecting written data sources. The finding obtained from material data collected from literary texts and later presented in descriptive writing (Strauss and Corbin, 2003:4). Meanwhile, the method used in this study is close observation research. Close observation research is the method used in language observation by observing the language used in the analyzed object (Sudaryanto, 1993:132). The data were collected by few steps: 1) observing the data intensely and repeated, 2) data selection, 3) taking notes for the relevant data, 4) analyzing the data using the sociology of literature theories, and 5) arrange the research report.

As for the source of data in this study was Parompa Sadun Kiriman Ibu short story by Hasan Albana, and the data that was used is the text of the short story related to Sociological of Literature. The collected data was used for the description of the data according to the problem formulation. Then, these data linked to the social and cultural conditions of the Batak Angkola people.

FINDING AND DISCUSSION
Research on literature is closely related to discourse expounded in text. The existence of the literary text is an autonomous force visualizing the circumstances and situations that are attached to the literature itself. Based on that, the results of this study were produced in the form of discourse quotations of texts in accordance with sociological theory. Parompa Sadun is a woven fabric of the Batak Angkola tribes. Measuring 100 x 200 cm, the tips of the cloth were tassels and decorated with beads, and it was
also the first woven cloth in Angkola. Parompa is usually used as a baby sling, although it’s not in everyday use.

This cloth was given by the woman’s parents as a gift to their daughter who was just given the first child. This tribal cloth ceremony called Mangalehen Parompa. The tribal cloth was cradled on the shoulders of both baby parents as if it were used for carrying him the baby. At the ceremonies, like other Batak tribal ceremonies, there are parties called Dalihan na Tolu, which are parties of the husband’s family (kahanangi), the wife’s family (mora), and the family of the husband’s sister (Anak Boru). The exchange of Cain was usually accompanied by the advice or counsel and prayers from all guests in turns, much to hope that the newborn child would one day be a helpful one.

Parompa Sadun Kiriman Ibu is talking about a mother who expects her son, but her hopes and guesses are wrong, and finally was born a baby girl, Lamrina. After growing up, Lamrina went off to Jakarta and on her trip, she met a man she loved then she got married. She was carrying a child from their marriage, a grandmother’s great hope that the child born was a boy but turned out to be a girl and that frightened lamrina to tell her mother. From the review it can be concluded that the boy’s position in the Angkola people is highly expected, because he will be the successor of his family’s clan, but this conflict became one source problem for Lamrina, until the day her child was born, to respect for her dead mother’s soul, the baby girl was named Doli Hasian.

In the short story entitled Parompa Sadun Kiriman Ibu, there was a quote Isn’t today the manjagit parompa ceremony has been held. The ceremonial manjagit paroppa is a typical culture of BatakAngkola. This fabric is given by mora side to a newborn child and is used to carry the child. Parompa Sadun is intended for the first child born both male and female. According to the Batak Angkola custom, this fabric is also believed to be a medicine for sick children. Other than that, its utility can also be given to someone who is promoted as a form of appreciation.

Furthermore, Hasan Al Bana also gave color to the use of Angkola language in his short story, it can be seen in the quote Simbur Magodang (be healthy and grow up faster). The writings were knitted with white beads on a fabric dominated by black and garnet red. The two colors are combined with yellow, green, orange motifs. Strong, beautiful, and harmonious weave. The words Simburma godang were Angkola language that emphasized the meaning of healthy and growing up quickly. For Angkola people, these words contain hope and prayers for the newborn child to grow up fast and be healthy always. This short story presents a strong social construction among society, it can be seen in the understanding and the attitude of mutual cooperation if this celebration is often carried out. The cultural elements inherent in this short story found as term abitgodang. Abitgodang is a typical Angkola woven fabric that is used as a symbol in mangulosi enforcement of the wedding ceremony. According to the understanding and history of typical Batak Ulso connoisseurs, Batak Angkola’s Ulso is the brightest, diverse motives, and full of philosophical meaning in each type.

CONCLUSION

Generally, the short story Paroppa Sadun Kiriman Ibu by Hasan Al Banna is a reflection of Batak Angkola culture, in a more specific context referring to the naming of a baby. It is closely related to the author because he is a man born in Padangsidimpuan, 23 December 1978 and was born with such strong customs and traditions. Overall, the things related to the short story are the culture of Batak Angkola people, such as the place setting and the story conflict that were presented by the author. The place settings in the short story partly took the background of Sipirok city, Sabatolang village, this reflects the customs and people's behavior in the Angkola area.

REFERENCE


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Enhancing Transdisciplinary Studies on Language,
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